

The Centre MK Day Nursery

1 Eelbrook Avenue, Bradwell Common, Milton Keynes, Buckinghamshire, MK13 8RD

Inspection date	17/04/2013
Previous inspection date	07/01/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children have fun and enjoy all of the activities in their nursery.
- All staff have a good understanding of their responsibilities in meeting the learning and development requirements. Children make good progress and effective systems are in place to monitor the educational programmes.
- The management team are fully aware of their role and responsibilities to meet the safeguarding and welfare requirements. Therefore, children are safeguarded and their welfare is promoted effectively.
- Effective partnerships with parents and others mean that the individual needs of the children are met.
- A strong commitment to continuous improvement and professional development of staff is demonstrated.

It is not yet outstanding because

- Although the pre-school children develop good speaking and listening skills, they do not have a cosy place in which to chat to friends and explore quieter activities.
- Younger children enjoy playing in the role play areas, but a wide variety of resources is not accessible to further develop their imagination.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all four play rooms and gardens.
- The inspector had discussions with the children, parents and staff.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including children's records, policies and procedures and the setting's self-evaluation.

Inspector

Kim Mundy

Full Report

Information about the setting

The Centre MK Day Nursery registered in 2005 and it is one of many nurseries run by Asquith Nurseries Limited. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery operates from a purpose built building in Bradwell Common in Milton Keynes, Buckinghamshire. There is access to four play rooms and secure outdoor play areas. The nursery provides a service for children from the local community. It is open each weekday from 7.30 am to 6.30 pm for 51 weeks of the year. There are 128 children on roll in the early years age range and they attend for a variety of sessions. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. Systems are in place to support children with special educational needs and/or disabilities, and children who are learning to speak English as an additional language. The setting employs 16 full-time staff and 15 part-time members of staff. All staff hold appropriate early years qualifications.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- create areas in which older children can sit and chat with friends, such as a snug den and cosy spaces

- develop the role-play areas by, for example, providing a variety of familiar resources reflecting everyday life, such as magazines, real kitchen items, telephones or washing materials.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The staff plan and provide a good educational programme, which helps children to make progress in all areas of learning. Planning and assessment successfully includes the two-year-old progress check. Staff use good quality of teaching techniques such as open questioning and allowing time for children to think and respond. They know the children really well and plan for their individual learning, always respecting that parents are their child's first educators. Parents speak highly of the staff and the information they share about their children's progress. They feel involved as they are encouraged to carry out observations of their child at home and share their child's interests with staff. Parents have many good opportunities to be involved in their children's learning.

All children are actively involved in the exciting activities available to them. For example, babies enjoy using their senses as they investigate natural materials and objects in the shallow baskets. Older children are enthused by the electronic dinosaur that moves across different shapes, which the children are able to name. Children enjoy being able to choose to play indoors and outdoors. At other times during the day, they experience more focused activities led by staff, for example, at story and discussion times. Younger children have cosy areas where they can relax, chat and enjoy quieter moments during the day. However, this is not fully in place for the older children. Children make good progress in their communication and language, and literacy. Staff working with younger children use and repeat single words, so the babies gradually link the word to its meaning. In toddlers and two-to-three room staff introduce children to a wider range of words and in pre-school room the children are confident to express themselves through discussion times. Furthermore, the children enjoy participating in songs and rhymes, which further supports their speaking and listening skills. A lovely activity which captures the pre-school children's interest in the garden involves sitting on logs around the toadstool for a story about dinosaurs. Following this they enthusiastically join in hunting for dinosaurs.

Children develop good early writing skills as they learn to write for many purposes and they observe their name and different words in the environment. Children spend time exploring sounds, letters and words. By the time they leave the setting, many of the children can write their name and draw recognisable pictures. Babies and younger children enjoy making marks in sand, gloop and paint. Overall, children develop good imagination during many activities. For example as they paint, play musical instruments and use small world toys such as cars and dolls. However, in the younger children's play rooms, the role-play areas do not have a wide range of interesting everyday objects readily available to fully extend their imaginations.

Children have good opportunities to develop their physical skills. They move freely and safely within the environment. There is ample space and resources to encourage babies to sit, walk, grasp, stretch, roll and reach for objects. In the garden, children climb, balance, slide and walk across the wobbly bridge. All children develop good hand-eye coordination, for example, as they fit puzzles together and build with construction toys. Children develop good problem-solving skills. They identify colours, numbers, shapes, count, sort and match objects. In the baby room, babies post shapes and stack bricks. Toddlers spend time filling and emptying containers in the water play, which helps them to begin to learn about volume and capacity. Two and three-year-olds have great fun playing parachute games as they name the colours of the balls and squeal with delight as they hide under the parachute. Older children enjoy more challenging activities, for instance, as they discover objects that float and sink in the water play.

Staff plan many activities to help children to extend their understanding of the world in which they live. They learn to care for living things as they plant flowers and vegetables in the garden and look after the nursery's African snails. They learn about different cultural traditions, for example, as they have fun splashing paint in the garden to celebrate the festival of Holi. As part of the curriculum, older children enjoy learning French. The staff monitor children's progress carefully against their starting points. They help children to acquire the skills, attitudes and dispositions they require for their future learning.

The contribution of the early years provision to the well-being of children

Each child has a key person who builds close emotional attachments from the very start of a child's placement. At the same time, parents are reassured by the trusting relationships they build with their child's key person and other nursery staff. The key person system works effectively in practice because children are very happy and secure in the nursery. Children's behaviour is good and therefore their play and learning is uninterrupted. Each play room sets 'Golden Rules' to follow, such as being kind to one another and sharing. Many activities help children to learn about turn taking and sharing, for example, table top games. Parents report that staffs' support is very beneficial as and when individual behaviour issues arise. They discuss children's individual behaviour management in order to provide consistency between the nursery and child's home environment. By the time children reach the pre-school room staff have encouraged warm and friendly relationships between children who begin to play with individual friends.

Children learn to lead healthy lifestyles. Staff follow good hygiene practice, for example, during nappy changing routines and food preparation times. All children learn to wash their hands during the routine of the day and by the time they reach pre-school they know this is to, 'wash away the germs'. Babies sleep in wooden cots within their main play room and staff follow their individual sleep patterns. Children's individual bed linen is washed weekly or as required to minimise possible cross infection. Furthermore, children do not attend if they are ill. Good systems are in place for recording and managing accidents and medication administration. Several staff hold a first aid qualification in order to deal with any accidents appropriately.

The children enjoy nutritious snacks and meals, which the qualified cook and assistant prepare. Staff discuss children's individual dietary requirements with parents and these are catered for. Children enjoy sociable meal times and chat about their day. Babies are encouraged to hold their spoon and children develop independence skills as they move from room-to-room. For example, by the time they reach pre-school, children pour their own drinks and serve food from bowls on the table.

Children learn that fresh air and exercise is very good for them. During activities staff encourage them to talk about their heartbeats being fast and slow as they exercise. The visiting sports teacher also enhances the educational programme for physical exercise. The staff help children to feel safe and to learn about risk taking. For example, babies explore different surfaces and pull themselves up to standing, and older children face challenges as they climb the apparatus in the garden. Children also participate in regular emergency evacuation procedures.

Overall, there is a very good range of toys, furniture and resources in play rooms and they are used effectively to support children's all round development. Baby room is tranquil, warm and inviting. Every play room is bright and attractively set up to entice children to play. There are interesting gardens leading off of the play rooms and children are able to choose when they play indoors and outdoors. There is ample furniture to meet the different ages and stages of children's development. For example, there are suitable

seating and sleeping arrangements for younger and older children.

The open plan arrangements of this nursery, helps children to become very familiar with all play rooms. As they move from baby room through to pre-school, staff help them to settle with their new key person in secure and familiar surroundings. Good systems are in place for staff to prepare children for leaving the nursery and moving on to school. Staff approach the schools that children will be attending and invite their school teachers in to the nursery to get to know the children. Furthermore, they share relevant information about the children's learning and development to help teachers plan for their next steps in school. In addition, staff use discussion times, photographs and story books to help prepare children in relation to what to expect when they go to school. This helps to minimise possible concerns the children may have.

The effectiveness of the leadership and management of the early years provision

The management team is very enthusiastic and driven. They are fully aware of their responsibilities in meeting the safeguarding and welfare requirements, including arrangements for safeguarding and suitability. All staff complete child protection training and have a very good knowledge of the necessary procedures to follow. Rigorous recruitment procedures, including the interview process means that good quality staff are appointed. Managers continually increase their knowledge and skills in this area, for example, by attending, 'safer recruitment' training. There are thorough risk assessments in place to ensure that all the environments are safe for children to use. Parents also state they feel their children are very safe and secure on the premises. The management staff are well organised and all of the required documentation is kept.

Self-evaluation is thorough and parents, children and staff views are valued as part of this on going process. The management team has a good understanding of their responsibilities in meeting the learning and development requirements. Close monitoring of the educational programme is successful in measuring the good impact on the children's learning. The managers are not complacent, they have devised systems to monitor the quality of teaching, such as, staff observing one another's practice and giving feedback. Staff visit other nurseries and report back good practice they wish to introduce into the nursery to further enhance children's learning opportunities. As a result, this continually improves outcomes for children. The company's training manager also has stringent systems in place to monitor the effectiveness of planning for the educational programme and monitoring children's progress towards this. The management team monitors staff's performance and their professional development, for example, through one-to-one meetings and appraisals. In addition and as required, clear and supportive systems are in place for staffs' underperformance.

The nursery places a strong emphasis on inclusion to narrow the gap in children's learning and development. Boys and girls have equal access to all activities. When caring for children with special educational needs and/or disabilities staff work very closely with parents and others involved in the children's lives in order to meet their changing needs.

For example, staff carry out therapy programmes set by the speech and language therapist. Parents of children with special educational needs are particularly complimentary about the child care service they receive. When caring for children who are learning to speak English as an additional language staff ask parents for key words to use with their child to help them feel secure. Children enjoy learning 'sign-a-long' as part of the educational programme to aid their communication skills.

Partnerships with parents and carers are good. Parents state they feel and are very welcome at this nursery. They receive lots of feedback about their child's day through the communication books and face-to-face contact. Parents complete their child's profile, sharing information about their welfare and learning needs. They receive communication books, newsletters, e-mails and attend parent evenings and open days. The parents' library in the entrance hall is full of useful information. Parents also enjoy making use of the facility to take a cup of coffee off to work with them. Parents are unanimous in their very positive feedback about the child care service they receive.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY304895
Local authority	Milton Keynes
Inspection number	909483
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	126
Number of children on roll	128
Name of provider	Asquith Court Nurseries Limited
Date of previous inspection	07/01/2010
Telephone number	01908 679 151

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Type of provision

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Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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