

Wolverton Mill Day Nursery

Unit 1A, Walker Avenue, Wolverton Mill, Milton Keynes, Buckinghamshire, MK12 5TW

Inspection date	24/06/2013
Previous inspection date	04/02/2009

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

- All children make good progress in their learning and development because staff plan meaningful activities. Children with special educational needs make particular gains because of the good level of support staff provide.
- Children's experience consistency in their learning because staff work very well with parents to build upon their prior experiences.
- Children settle well into the nursery because there is a thorough and effective settling in period that meets their individual needs.
- Children learn about how to behave because staff implement behaviour management that suits children's individual age and stage of development.
- Secure staff supervision ensures that underperformance is identified and tackled swiftly by senior staff. Consequently, staff work well as a team and follow clear expectations to maintain the good quality of care provided for children.

It is not yet outstanding because

- At times, there are fewer resources to support children's role play of families to further enhance their imaginative play.
- Plans for improvement are not always well prioritised to reduce disruption to children's usual routines.

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 undertook a guided tour of the nursery.
- A joint observation was conducted with the nursery manager.
- A meeting was held with the nursery manager and regional training manager.
- The inspector observed children's learning activities in all rooms.
- The inspector spoke with parents, staff and children to gain their views.

Inspector

Hayley Marshall

Full Report

Information about the setting

Wolverton Mill Day Nursery is one of many nurseries run by Asquith Nurseries Ltd. It opened in 2005 and operates from several rooms in a purpose-built building in the north of Milton Keynes. The nursery is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year. All children share access to an enclosed outdoor play area. There are currently 97 children in the early years age group on roll at the nursery. Children come from the local and wider residential areas. The setting supports a number of children with special educational needs/or disabilities and those who learn English as an additional language. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery employs 15 permanent staff and several supply staff. The manager and assistant manager have a relevant level 3 qualification, along with 12 other members of staff; two staff hold a relevant level 2 qualification. The nursery also employs a chef.

What the setting needs to do to improve further

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

- provide role-play areas resourced with materials reflecting children's family lives and communities more frequently to further develop children's imagination

- prioritise plans for improvement so that they cause minimal disruption to children's routines and enjoyment at nursery.

Inspection judgements

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

The nursery provides a warm and welcoming environment for children. Staff undertake regular observations of children at play to monitor their learning and development. Accurate assessments help staff to plan activities that meet children's needs and support them to make good progress. Children who have special educational needs and/or disabilities make particularly good progress, given their individual starting points. This is because staff work closely with their parents and outside agencies, such as speech and language therapists, to develop individual plans for their learning. Adaptions are made to routines and targeted support ensures that children are able to access all activities on offer. Furthermore, staff recognise when children are exceeding expectations for their age and stage of development. They plan activities for learning that meet children's need for

challenge and thus prepare them well for their future schooling. Children engage in a range of activities to support their development of early reading and writing. They practise letter formation through a variety of ways, such as tracing textured letters. They use their developing skills to write their names and label their drawings. Children begin to recognise that words carry meaning from an early age. For example, children's meal time placements contain their photograph and name. This helps them begin to recognise their name as staff read it out aloud before handing it to them. Older children use computers and technology with skill; they freely use interactive smart boards and touch screen laptops. This promotes their understanding of the world well.

Children become capable communicators. Staff recognise the importance of modelling language and engage children in frequent and meaningful discussion. Younger children hear stories as they snuggle close to staff and look at the pictures in books. This engages their interest in the spoken word. Older children ask 'why and' how?' questions, as they explore their understanding along with staff. Mealtimes are particularly social occasions, where staff spend time talking with children ensuring each child has individual time to talk as the group listens. Those children who learn English as an additional language hear and see their home language in the nursery. This is because staff use dual language labels and posters and learn key words in children's home languages. This helps children to understand that staff value their home language as they master English.

Parents have many opportunities to contribute towards their children's learning through a well embedded two-way flow of information. Staff liaise closely with them to find out about children's prior learning and build upon their experiences. Regular summaries of what children achieve help parents to remain up to date with children's progress and contribute their own observations from home. This helps children to experience continuity as they move between home and nursery.

Children have opportunities to test out what they can do physically. Older children use tools, such as saws and hammers under adult supervision. They have ample opportunity to write and draw, as materials are always freely available for this. Younger children move with confidence and increase their coordination and balance. This is because the room is well designed for their free movement. Space allows children to crawl without meeting obstacles, while low level furniture helps them to cruise around the room confidently. This helps children as they begin to learn to walk. Children have some opportunities to play outdoors and climb, slide and balance on large equipment. This helps them to gain good use of their large muscles and confidence in their movements.

Children enjoy a wide range of activities to engage and interest them. Staff plan activities around children's interests, such as 'holidays', and role play areas follow this theme. However, there are times when resources are not always readily available to support children's imaginative role play of families.

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

Children settle well at the nursery because staff welcome them to attend with their parents before they stay by themselves. The nursery also provides a parent and toddler group, where children attend with their parents to become familiar with the surroundings. Staff support families during this time of transition. The nursery has a very proactive and supportive approach to encouraging parents to continue breastfeeding their babies and provide private areas for parents to do this. This helps parents and babies adjust to starting nursery.

Staff promote children's healthy eating in engaging ways. Children grow vegetables and fruit in the garden and have cooking sessions with the nursery chef. At mealtimes, children eat nutritious foods that meet their individual needs and preference. Staff help children to understand which foods are healthy. They explain that eating vegetables will make them strong like 'Superman' and children try new foods as a result. Children play with large equipment inside and outside to develop their muscles and help them to understand the importance of exercise as part of their usual routine.

Staff show children genuine care and affection. They cuddle them when they become upset and children seek staff out throughout the day for comfort. Children sleep when they are tired and staff spend time talking with parents about children's home routines. This ensures children are able to follow routines that suit their needs. Children know what to expect during the day because staff talk to them about changes, such as breakfast arriving. This helps children to know what to expect and in turn, helps them to feel secure.

Staff manage children's behaviour well. They follow behaviour management procedures that suit children's age and stage of learning. Older children help to devise a set of golden rules which they understand and readily follow. When children need extra support, staff speak to them in calm voices, getting down to children's level and helping them to understand that it is their behaviour that is not welcome, and not them. Consequently, children behave well and understand the clear boundaries that are in place.

Children develop their independence through serving their own meals and making choices about what they play with. Resources are easily within reach for children so they can lead their own learning. Children help to tidy away before mealtimes and take small responsibilities, such as getting vegetables to feed the pet giant land snail. This boosts children's self-esteem as they gain a sense of achievement in completing the small tasks. Children learn about safety as they use equipment, such as scissors and real life tools in their exploration and learning. Staff supervise children while allowing them the freedom to take small risks for themselves.

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

The nursery has a very positive attitude towards staff supervision and tackles underperformance swiftly and decisively. The inspection took place after the nursery contacted Ofsted to make them aware that they had taken disciplinary action against a member of staff. This was due to concerns about the performance of the member of staff

in relation to managing children's behaviour. The nursery conducted a thorough investigation and took appropriate action. Furthermore, there is a rigid system in place to monitor the performance of staff and training plans support staff's further development. Staff work very well together and are supportive of each other ensuring that they share a commitment to providing good quality care for children. Regular team meetings and appraisals help staff to communicate their ideas freely and build upon their individual strengths.

Staff understand how to keep children safe. This is because there is a rigorous induction period. Staff are made aware of how to implement policies and procedures before they commence work. Thorough checks ensure that staff are suitable to work with children. The nursery maintains safe adult to child ratios at all times. Risk assessments support staff to identify hazards and take steps to minimise these. Therefore, children play and learn in an environment that is safe.

The nursery carries out self-evaluation to identify strengths and weaker areas. Staff, children and parents share their views to monitor the quality of care for children. As a result of evaluating the physical environment, the nursery has embarked upon a renovation programme. This is to refresh rooms where children play and develop the outdoor area. However, this renovation affects the garden area the young children use. Although all children currently share an outdoor space, for children's safety this is at set times only. Therefore, during the warm weather children cannot freely come and go into the garden as they choose or sustain their play outdoors.

Staff seek out opportunities to work with other professionals to support children. For example, the nursery works with speech and language therapists to develop plans for children's learning. This helps all children to make good progress in their learning and development. The nursery works with other settings that children attend. They share summaries of children's learning and take into account children's prior learning to identify their starting points. Assessments of children's learning are accurate and beneficial in helping to plan activities to meet children's needs. The nursery completes the progress check at age two for relevant children and shares this with their parents. In turn, parents have many opportunities to be involved in their children's care and education. They report that they are happy with the care their children receive and find staff to be friendly and approachable.

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
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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	EY304889
Local authority	Milton Keynes
Inspection number	923613
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	128
Number of children on roll	97
Name of provider	Asquith Court Nurseries Limited
Date of previous inspection	04/02/2009
Telephone number	01908 311147

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Type of provision

For the purposes of this inspection the following definitions apply:

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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