

# Wavendon Pre-School & Day Nursery

Newport Road, Wavendon, Milton Keynes, Buckinghamshire, MK17 8AE

<b>Inspection date</b>	11/04/2013
Previous inspection date	05/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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

- There is a wide range of easily accessible and good quality resources both indoors and outdoors. Staff provide a stimulating and very welcoming environment.
- Staff are confident in using well-established assessment and planning processes. These procedures are effective in helping all children to make good progress.
- There are excellent settling-in procedures for new children and for children moving between rooms. These processes reassure parents effectively and help children to feel very secure.
- The management team provides high-quality leadership and places a strong emphasis on staff recruitment procedures and children's safety and well-being.

### It is not yet outstanding because

- staff do not always make the best use of open questions when helping children to make links or develop ideas and they sometimes rush towards answers too quickly.
- staff sometimes overlook opportunities to support children's independence fully.

## 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 play activities and care routines in all age groups both indoors and outdoors.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the management team and checked evidence of suitability and qualifications of staff working with children.
- The inspector looked at planning documentation and children's assessment records.
- The inspector took account of the nursery's self-evaluation form and of the views of parents spoken to on the day.

## Inspector

Gill Little

## Full Report

### Information about the setting

Wavendon Pre-School and Day Nursery registered in 2005 and is part of a national chain managed by Asquith Nurseries Limited. It operates from a large bungalow-style building, situated on the eastern side of Milton Keynes, Buckinghamshire. The nursery has four base rooms for children's activities with related facilities. Children have access to enclosed outdoor play areas to the front and rear of the premises. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year. Children attend from a wide catchment area. The nursery is registered on the Early Years Register and is caring for 110 children in the early years age range. The nursery is registered on both the compulsory and voluntary parts of the Childcare Register. There are currently no older children on roll. The nursery supports children with special educational needs and/or disabilities. It is in receipt of funding for the provision of free early education for children ages three and four years. There are 16 members of staff who work with the children, of whom 14 hold relevant early years qualifications, including Early Years Professional Status. Twelve staff members hold qualifications at level 3 or above. The staff team is supported on site by a cook.

### What the setting needs to do to improve further

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

- develop greater consistency within the staff team when helping children to make links and develop ideas by, for example, making more use of open questions and not rushing towards answers too quickly
  
- extend opportunities for independence by, for example, providing appropriately sized jugs of water that children can manage for themselves.

### Inspection judgements

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

The nursery provides a stimulating and very welcoming environment. There is a wide range of good quality resources for all ages, both indoors and outdoors. Resources are easily accessible so that all children are able to make choices about their play activities. Babies enjoy playful interactions with their key person, which helps them to feel secure. They enjoy exploring interesting resources, such as colourful scarves and feathers, which promotes their curiosity. They snuggle down in the cosy area to share books with staff who support their early communication skills effectively. Toddlers become engrossed,

mixing different coloured paints with their hands. Staff support them well using good quality interactions to help them explore how to make marks and to describe how the paint feels. Staff make good use of everyday opportunities to help toddlers develop an awareness of number operations. For example, they encourage children to count the steps they climb to the slide.

The nursery and pre-school children learn to show care and concern for living things while playing in the garden. Staff talk to them enthusiastically about the creatures they find and about the emerging spring flowers and leaves. They challenge children to extend their learning, such as finding a way to make a tower of construction bricks taller. Children join in enthusiastically with parachute games working well together as a team and displaying positive social skills. They use physical play equipment confidently, such as negotiating space well on a pedal bike. Overall, staff support children effectively in their play activities and use good quality interactions. However, they do not always make the best use of open questions to extend children's thinking, and they sometimes rush towards answers too quickly.

Staff are confident in using well-established assessment and planning processes. They take great care to find out about children's interests and starting points in learning, when they first attend the nursery. They use this information, along with regular observations, to plan activities tailored to individual children. Comprehensive records of progress together with summary assessments, including the required progress check for two-year-olds, clearly demonstrate how well children are achieving. Key persons are very familiar with children's individual stages of development and with their next steps in learning. Children with special educational needs and/or disabilities receive good support. Staff clearly identify areas where they need additional help and provide this effectively to close gaps in achievement. As a result, all children are making good progress in preparation for their next stages of learning and for school.

The nursery positively encourages parents to engage in their children's learning. Key persons talk to parents on a daily basis about activities children enjoy and their achievements. They encourage parents to contribute their observations of children's progress at home to add to development records. The nursery provides many ideas for parents to try at home with their children to enhance their progress further.

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

Excellent settling in procedures are in place for new children and for children moving between rooms. The nursery provides an eight-week process free of charge for new children to help them settle. Children visit the nursery or their new room at different times of the day and for increasing lengths of time, so that they become used to different routines. They become familiar with their new key person who develops a good understanding of their interests and personalities. These processes reassure parents effectively and help children to feel very secure.

Good relationships are in place between staff and children throughout the nursery.

Children are settled, showing that they feel comfortable with their key person and other staff. Children receive lots of praise and recognition for their efforts, which promotes their self-esteem and confidence effectively. They demonstrate good levels of behaviour and positive social skills. Younger children play well alongside each other and older children initiate conversations, elaborating play activities with their friends. Overall, children make good progress in developing skills for independence. They help to set out place mats at lunchtime and to serve their own food. However, staff sometimes overlook other opportunities to fully support this process. For example, jugs of water for younger children are too heavy and too large for them to manage without help.

Children learn to keep themselves safe and healthy. They take care not to hurt others while using physical play equipment. Staff gently remind children of safe practices where necessary, such as the dangers of climbing on chairs. Children learn about the importance of a healthy diet through games and discussion with staff. They know that milk helps to keep their bones and teeth strong. The nursery provides nutritious meals, such as shepherd's pie with vegetables, to promote children's good health. Children grow their own vegetables in the garden, which helps them to develop a good understanding of where food comes from.

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

The management team provides high-quality leadership. Senior managers demonstrate a clear understanding of their responsibilities to meet the requirements of the Early Years Foundation Stage. The nursery manager is enthusiastic and has a strong drive to improve practice. Staff receive good support through regular supervision meetings to identify their strengths and weaknesses. Senior staff and the manager spend time with other staff while they work with children to observe their practice and offer support. The company provides tailored training to meet the needs of the nursery and individual staff. These processes ensure that staff are supporting children well and that they are able to develop their professional skills effectively.

The management team places a strong emphasis on children's safety and well-being. Staff review safeguarding children procedures at every team meeting and engage in presentations and quizzes. These processes promote the staff team's understanding effectively. As a result, staff are familiar with possible symptoms of children at risk and procedures to follow if they have concerns. Staff supervise children well and provide a safe environment. Good security and rigorous safety procedures help to reduce the risk of accidents and incidents.

Robust recruitment procedures are in place to assess the suitability of staff working with children and clear action taken should there be any concerns. The nursery gains appropriate background checks for all staff including references to cover a five-year employment history. Comprehensive staff files clearly illustrate this rigorous approach.

There are clear procedures in place to monitor the effectiveness of the educational

programmes. Senior managers routinely monitor assessment procedures and children's development records. They carefully check how well staff identify children's next steps and how this links into planned activities. Where they identify any gaps in children's achievements, they support staff well to address any issues.

Parents speak warmly of the nursery and comment on the high levels of attention staff give to individual children. They state that children settle quickly and are happy to attend. The nursery is proactive in encouraging both parents and children to contribute their ideas and suggestions for further improvement. Children enjoy reviewing 'thinking books', which are available in their rooms. They look at these books with staff to consider activities they have enjoyed and to suggest what they would like to do in the future. The nursery manager takes good account of the views of parents, children and staff to inform self-evaluation processes. As a result, a clear action plan is in place that identifies priorities for improvement. The nursery has made significant progress since the last inspection in a number of areas.

The nursery develops strong partnerships with other settings that children attend or to which they will transfer. Staff provide copies of children's progress reports to familiarise other professionals with their stages of development. Staff invite children's childminders or future teachers into the nursery to spend time with children, talk to key persons and find out about children's progress. These processes are effective in promoting good continuity in children's care and learning.

### 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

<b>Unique reference number</b>	EY304881
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	909885
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	65
<b>Number of children on roll</b>	110
<b>Name of provider</b>	Asquith Court Nurseries Limited
<b>Date of previous inspection</b>	05/03/2009
<b>Telephone number</b>	01908 586 518

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

