

The Centre MK Day Nursery

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

Inspection date	08/07/2013
Previous inspection date	17/04/2013

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

- Staff plan and provide well balanced educational programmes, which supports children to make good progress in their learning and development.
- The children particularly enjoy exploring in the outdoor play area.
- The staff place a strong emphasis on establishing effective partnerships with parents and others to successfully meet the children's individual needs.

It is not yet outstanding because

- Although children make good progress in their communication and language not all staff use open questioning effectively.

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 three play rooms and the garden areas.
- 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 settings 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 137 children on roll 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 27 members of staff. A high percentage of 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:

- develop the quality of teaching in order to further challenge children's thinking and their speaking and listening skills.

Inspection judgements

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

Children experience many worthwhile activities to help them to make good progress in their all-round development. Staff identify children's developmental starting points as a benchmark for their future learning. They plan well balanced educational programmes, which capture the children's interests. Assessment procedures are effective in terms of monitoring and planning for the children's next steps for learning. Overall, staff support children's learning well through warm and purposeful interactions. However, not all staff use open questioning effectively in order to further develop children's communication and language. Children's communication and language development is supported positively in other ways. Staff ask parents for key words in children's home languages; they use dual language books and written words to refer to, to support children learning English as an additional language. Signs, pictures and gesturing are used to communicate with children and staff work very closely with parents and others involved in the children's lives in order to meet their changing needs. For example, they are involved in individual education plans and carry out therapy programmes set by speech and language therapists. Several staff are trained to use sign language. They are helping children to learn basic signs to aid their

communication with others who find it more difficult.

On the day of the inspection there were no babies present. Younger children have fun making marks as they join in hand and foot painting. They use brushes and chinks on the ground and fence in the garden. Pre-school children extend their good mark-making skills as they write for many purposes and draw recognisable pictures. Several children are able to recognise and write their name and other words by the time they leave the nursery. Everyday, children enjoy story time. Parents are involved in their children's learning as they are encouraged to take books home to read with their child. Children recognise their name and different words in the environment. Pre-school children are very proud of their 'time capsules', which contain art work, photographs and information about the time they have spent time in their nursery. Therefore, children have many good opportunities to practise their early writing and literacy skills in preparation for moving on to school.

Young children learn about numbers, colours and shapes as they build with bricks, thread beads on wires and fill and empty containers in the water play. All children enjoy joining in number songs and rhymes. Pre-school children excitedly recall and describe making pyramids the shape of triangles. They enjoy designing and using colour for a purpose; for example, as they make Tutankhamen masks. During painting activities, the children talk about the change of colour as they mix them together. The attractive role play areas offer children opportunities to use money and to recognise numbers on cash tills and telephones. Younger children enjoy finding out how things work as they press buttons, for example, to make animals pop up and music play. More able children develop skills when using the computer and enjoy interactive stories on the white board. They listen very attentively and join in the actions as they act out the story line with great enthusiasm.

Children thoroughly enjoy playing and learning indoors and outdoors. In the garden, they choose toys and resources from the 'work shop' to extend their activities. For example, in order to make dens. They develop good physical skills as they ride tricycles, push prams, climb and balance on apparatus. Children care for living things as they plant and water the flowers and vegetables, and look after the nursery's African snail. Pre-school children learn about life cycles and closely observe the caterpillars as they change. When observing butterflies, they explain that the magnifying glasses make them look bigger. Children observe diversity and difference as they play with multicultural toys and resources and celebrate festivals. They enjoy listening to different types of music and creating loud and soft sounds when playing a range of instruments. There is clear evidence to show that children acquire good skills, attitudes and dispositions for the next stage of learning.

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

Staff place emphasis on promoting young children's personal, social and emotional development. During their time at nursery, each child has a key person who is responsible for planning and overseeing their welfare and learning. Their key person helps them to separate from their parents and carers and to settle happily in the nursery. Children enjoy playing with a wide range of toys and resources to support and extend their all-round development. There is a good range of nursery furniture to help all children rest, eat and

play comfortably. For example, cots and child size furniture.

The nursery has a suitable written behaviour management policy. The named practitioner responsible for behaviour management has attended training courses to further develop her knowledge and skills. Throughout the nursery, children generally behave well in relation to their ages and levels of understanding. Children respond well to the 'golden rules' and are polite and caring towards each other. Children enjoy staffs' encouragement and praise, which boosts their confidence and self-esteem.

Children develop a good appreciation of living a healthy lifestyle. They learn to keep themselves safe as they cut with scissors and practise the fire drill. The staff allow children to take small risks. For example, younger children manage different surfaces to walk on and all children climb, balance and slide with increasing control. The educational programmes include good opportunities for children to exercise outdoors in the fresh air. Children thoroughly enjoy taking part in physical activities with the visiting sports teacher. They listen to and follow instructions, and throw and kick balls competently. Children's individual dietary requirements are catered for and they enjoy healthy snacks and meals, that are prepared and cooked on the premises by trained kitchen staff. The provision of a well balanced menu includes lots of fresh fruit and vegetables. All children experience sociable meal times and learn to use their cutlery with increasing control. The pre-school children enjoy being helpers as they wash their hands and put on their aprons to set the tables for lunch. They develop very good independence skills as they pour their drinks, serve and cut up their food. Children enjoy cooking activities and learn about eating healthily as they choose different toppings to go on their pizza. Recording procedures with regards to medication, accidents and children's attendance records are effective and accurately maintained. Good hygiene procedures and implementation of the sick child policy mean that children's health is promoted.

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

The management team has a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage framework. The inspection was brought forward following a notification from the provider to Ofsted about an incident when a member of staff failed to manage a child's behaviour appropriately. The provider quickly realised the failure to ensure all staff follow the nursery's behaviour management procedure. They reported the concerns promptly and arranged specific behaviour management training for the individual. They checked that all staff are clear about their responsibilities to implement stipulated behaviour management procedures. During this inspection there were no behaviour management issues observed.

Staff are fully aware of the nursery's safeguarding and reporting procedures. This includes whistle blowing procedures when they have concerns about another member of staffs' performance. There are suitable recruitment procedures in place, which helps to ensure that adults caring for children are suitable to do so. Children play safely and independently both indoors and outdoors because staff conduct effective risk assessments to minimise

potential hazards. This helps to promote children's safety effectively. Appropriate systems are in place for staff induction, appraisals and underperformance. Staff develop their knowledge and skills through attending training courses. The nursery's self-evaluation brings about continuous improvement. Since the previous inspection, the management team and staff have addressed all recommendations. The children enjoy looking at books in the inviting cosy book area and using a wider range of resources in the role play areas to extend their imagination. This has had a positive impact on children's learning and development. As a result, the nursery continues to maintain good levels of education for all children.

The management team has good understanding of the learning and development requirements and the manager effectively monitors the educational programme. The procedure for the required check for two-year-old children is in place and parents are fully involved in this check. When staff have concerns about children's progress, they discuss this with parents and if necessary early intervention is put in to place to help to bridge any educational gaps. For example, when caring for children who are learning to speak English as an additional language, the staff find out key words in their first language. In addition, children with special educational needs and/or disabilities are well cared for. Children and staff learn and use sign to assist other children to communicate in the nursery.

Positive partnerships with parents, carers and other professionals enable children's individual needs to be met effectively. Parents receive very regular feedback on their children's routine, activities and progress. Staff establish positive relationships with others to benefit the children. Secure arrangements are in place to prepare children for school. Staff invite children's future teachers to meet them at the nursery and this helps to eliminate their concerns about moving on to school. Parents are unanimous in their support of the nursery and are happy with the care and education their children receive. Children thoroughly enjoy their time at the nursery.

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	926240
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	135
Name of provider	Asquith Court Nurseries Limited
Date of previous inspection	17/04/2013
Telephone number	01908 679 151

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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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