

# Wolverton Day Nursery

Wyvern County First School, Aylesbury Street, Wolverton, MILTON KEYNES, MK12 5HU

<b>Inspection date</b>	11/07/2013
Previous inspection date	09/10/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Staff support children's communication and language development by singing rhymes, asking open ended questions and listening to children when they talk.
- Staff are very knowledgeable about how young children develop strong bonds of attachment. Consequently, children are confident and secure in the nursery and build firm relationships with staff.
- Staff are observant and vigilant about children's safety in the nursery as they manage risks effectively.
- Staff work closely with teachers from local schools to help ease the move for children when they start school.

### It is not yet good because

- Staff do not always have secure knowledge and understanding of what to do in the event of an allegation against a member of staff as they do not follow the relevant policies and procedures.
- Staff deployment is not always used to best effect at lunch times and times of changes. This is because staff are engaged in routine chores at these times that prevent them from engaging in quality interactions with children.
- Sometimes toys which support children's sensory development do not work because they are broken or have run out of batteries. This means they do not sustain children's interest.

- Children's play with natural resources such as digging in the earth does not always allow them to experiment with mixing media, such as water, to develop their curiosity further.

### **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 children's learning activities in the garden and each room inside the nursery.
- The inspector conducted a joint observation with the manager.
- The inspector sought the views of parents and children.
- The inspector looked at required documentation including children's records and safeguarding documentation.
- The inspector held a meeting with the manager and area manager.

### **Inspector**

Hayley Marshall

## **Full Report**

### **Information about the setting**

Wolverton Day Nursery re-registered in 2012, with Kids Play Ltd, which is a private company that manages the nursery. Wolverton Day Nursery is one of five nurseries that the company operates. The nursery is located in Wyvern County First School, Wolverton, Milton Keynes. The nursery operates from four rooms in the school. The premises also include toilets, washing and nappy changing facilities, an office and outdoor play space. Children may also use the school hall. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery opens weekdays from 8am to 6pm for 51 weeks of the year. The nursery makes provision for children before and after school and during school holidays. Currently there are 129 children on roll, of these, 60 are in the early years age group. The other children are in the compulsory age range. The nursery receives funding for free early education for two- three- and four-year-olds. The nursery employs seven staff who work directly with the children. Of these, five hold relevant qualifications. The manager has a foundation degree and deputy manager has a full degree in early years. Two members of staff are qualified at level 3 and two at level 2. Children who attend the before and after school provision attend the school in which the nursery is located.

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

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- train staff to fully understand the safeguarding policy and procedures; with particular regard to dealing with allegations against a member of staff.
- ensure that staffing arrangements continually meet the needs of children, particularly at times of change such as lunch time.

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

- make sure that all toys and resources for young children are fully functioning and fit for purpose so they engage the children's interests
- encourage children's enjoyment of exploring malleable materials by, for example, giving them access to water to further their enjoyment and learning.

## Inspection judgements

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

The nursery is bright and colourful and there are positive images on display to help all children and their families feel welcome. Children see and learn about letters and words as staff label storage boxes and children have drawers with their names on. Children further develop a keen interest in reading because staff sit with them and read stories. They use puppets and encourage children to join in with familiar stories. Older children begin to test out their developing skills as they write their name and form each letter with accuracy. Children hold and use pens and pencils with increasing control. This is because children have suitable practise at developing the small muscles in their hands. For example, they play with small bricks. In the garden, young children dig in soil in a tray on the floor. However, the sun dries out the soil meaning that it is very dusty and fine. As children dig the earth flies into the air and over them meaning they cannot fully enjoy the activity or develop their learning further by, for example, adding water to explore what happens.

Staff talk to children throughout the day asking open ended questions. This helps children to think as they begin to develop their understanding and express their ideas. Staff tell children what they will have for lunch and children say that they like sausages as they eat them at home. This shows that children are beginning to link their ideas and talk about their preferences. Staff listen carefully to children so they are aware that what they say is important. Young children make suitable advances in their speech because staff sing familiar songs with them. Children instantly recognise the tune and join in with the actions while saying the words. Older children begin to ask questions as they want to find out about why things happen. This means that they are beginning to gain the relevant skills they need to sufficiently support their readiness to move into school. Staff prepare children well for this change. Teachers attend the nursery and together they work closely to share information about what children can do and the support they need. The nursery staff are aware of when children are not making progress as they expect in their learning and development. They maintain observations and assessments which help to identify gaps in children's learning. This means that staff are able to plan for these areas. Staff attempt to access further support from professionals when they have such a concern in order to ensure children receive to support they need.

Children move between the rooms at the nursery as they choose what they want to play with. They look for toys within the clear storage boxes and older children ask for what they would like. In the baby and toddler room, some of the sensory toys children want to play with are not fully functioning. This is because they are broken or need new batteries. Therefore, they do not sustain children's interest or support their learning.

Parents share information about children's starting points. This helps staff to build upon what children already know. Regular sharing of children's progress in summaries, discussion and parents' evenings helps to maintain a suitable two-way flow of information between parents and carers that provides continuity for children.

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

Staff are very knowledgeable about the importance of children building secure relationships with those who care for them. They also value and understand their role in supporting young children's relationships with their parents. As a consequence of this, children form secure attachments and are close and affectionate with staff. Children seek staff out for comfort and support particularly when children are tired. Staff show children genuine care and this means they are happy to explore the environment at the nursery because they feel safe.

Children know which drinking cup belongs to them because staff tie photographs of them along with their name to the bottle. This helps children to independently get themselves a drink without the risk of the spread of infection. Children eat a healthy, freshly prepared meal. They understand about healthy eating as staff sit with them and talk about the foods they enjoy and those that are good for them. Regular fresh air and rigorous play in the garden helps children to enjoy exercise as part of their normal routine.

Staff gather information from parents about the care routines of young babies. They discuss with parents how well children have slept and provide familiar comfort items at rest and sleep times. Staff talk to parents about what children eat and how frequently they have their nappy changed so parents are aware of their needs. Older children discuss their impending move into 'big school' with excitement as they see older children in the neighbouring school in the playground. Staff spend time talking with parents when they drop children off and collect them. Sometimes, staff deployment at times of change, such as lunch time is not fully effective in meeting children's needs. Some children become restless as staff clear away lunch items and talk with parents. Eventually their behaviour escalates into boisterous and aggressive behaviour. Staff intervene and put into place sensitive methods to help children to share and take turns, such as sand timers. However, not all children respond to this and demand attention from adults when they are supporting other children. This means that the quality of staff interactions with all children is not always as good as they would like.

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

This inspection was brought forward after the nursery made Ofsted aware that an allegation had been made against a member of staff. This related to the way that staff picked children up and took them inside from the garden. The staff member acted in line with physical intervention procedures to prevent children from harming themselves. However, the inspection found that the nursery had not carried out the investigation robustly following their policies and procedures. This is a breach in legal requirement of the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

Staff are vigilant in identifying potential risks within the environment where children play. They ensure that any potential hazards such as small parts from toys are quickly disposed of. Staff know their responsibility in relation to safeguarding children by being aware of the

signs and symptoms that might cause them concern about children's welfare. Suitable induction procedures and checks help to ensure that those who work with children are suitable to do so.

Staff carry out the progress check at the age of two for relevant children. They share this with parents and other professionals, such as health visitors to support children. Children's development files chart the sound progress they make at the nursery and serve to inform parents of what children enjoy doing. Parents express their satisfaction with the care their children receive at the nursery and the friendliness of staff.

Staff work together as a team. Supervision helps to identify training needs and staff are keen to develop their knowledge and skills. Regular appraisals and staff meetings help staff to express any concerns they might have. The manager is able to identify areas of practice that need improvement and can explain how these will be overcome through targeted support and training. The nursery adopts a positive attitude towards ongoing improvement. They act upon recommendations raised at previous inspections and work together with local authority to identify weaker areas. Action plans begin to bring about improvements which demonstrate the nursery has a suitable capacity to improve the quality of care it provides for children.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- ensure that each complaint is fully investigated (compulsory part of the Childcare Register).
- ensure that each complaint is fully investigated (voluntary part of the Childcare Register).

## 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>	EY447159
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	924411
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	42
<b>Number of children on roll</b>	126
<b>Name of provider</b>	Kids Play Ltd
<b>Date of previous inspection</b>	09/10/2012
<b>Telephone number</b>	01908312528

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

