

Knowlhill Day Nursery and Education Unit

11 Roebuck Way, Knowlhill, MILTON KEYNES, MK5 8HL

Inspection date	07/08/2013
Previous inspection date	28/05/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- The quality of teaching and learning in the educational unit of the nursery is excellent and this enables older children in the nursery to excel in all areas of learning and development.
- There is excellent provision for children who are learning English as an additional language and children with special educational needs and or/disabilities.
- Staff support all children in the nursery well and this enables every child to make good progress from their starting points.
- Leadership and management of the nursery are strong. There are established and effective systems and procedures, which supports the effective management of the nursery.

It is not yet outstanding because

- The younger children do not routinely enjoy the same very high standard of teaching as older children in the nursery. This slightly reduces the quality of their learning experiences.
- Some hygiene routines in the nursery are not consistently applied by all staff to fully promote children's good health.

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 activities in all areas of the nursery inside and outdoors.
- The inspector tracked children, looked at assessment records and discussed activity plans with staff.
- The inspector reviewed documentation, self-evaluation and improvement plans with the manager.
- The inspector carried out a joint observation with the nursery manager.
- The inspector spoke to parents to obtain their views about the nursery.

Inspector

Cordalee Harrison

Full Report

Information about the setting

Knowlhill Day Nursery and Education Unit (formally Kids Play Education Unit) was re-registered in 2011. It is one of four groups run by Kids Play Limited. The nursery operates from a purpose-built centre, situated in a large office area in Knowlhill in Milton Keynes in Buckinghamshire. Children are cared for in a total of five rooms and are grouped according to their age. They share access to two outdoor areas and have frequent use of the adjoining, indoor, adventure play area. The nursery is open each weekday from 7.30am until 6.30pm. Systems are in place to support children with special educational needs and/or disabilities and children learning English as an additional language. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 142 children on roll, of these 98 are in the early years age range. The nursery employs 19 Staff. Of these, one member of staff holds Early Years Professional Status. A further three staff members hold qualifications to level 6 and the manager is currently studying to achieve a degree. The nursery receives funding for the provision of free nursery education for children aged three and four years.

What the setting needs to do to improve further

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

- strengthen opportunities for all children in the nursery to experience the high quality teaching applied in the nursery's education unit

- strengthen hygiene practices so that all staff are consistent in promoting children's good health.

Inspection judgements

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

Staff plan and deliver a wide range of good quality activities in the nursery each day. Overall, staff make effective use of information, from observations of children's activities, their interests and information from parents. These elements work well together to provide children with good quality learning experiences across all the seven areas of learning. Staff routinely identify and support individual children to make the next steps in their development in a timely manner. However, while all of the children are making good progress in learning and development the staff who support children in the nursery's education unit demonstrate a much deeper understanding of how children learn. They use inspirational ideas and activities to make learning extremely enjoyable and fun for the

children.

Children in the education unit experience excellent opportunities for learning. Their activities and learning experiences stretch children's imaginations, communication skills, mathematical thinking and understanding of the world. For example, topics such as 'energy' engages children fully in learning as they explore different sources of energy, such as wind, water and solar. These children experiment as they fly kites, melt ice and learn about solar energy. Many exciting opportunities for learning challenge and focus these children to begin to read, write and experiment for different purposes. They record their findings. They develop three-dimensional displays and create their own time lines, charts and magazines to capture and share their learning with others. The high quality of learning that these children experience enhances all aspects of their personal, social and emotional development. They are learning that they can aim high and realise their potential. They are making an excellent start in readiness for school.

Staff who support the younger children do not show quite the same level of understanding about how children learn. The activities that these children experience are not as exciting and enjoyable to fuel their curiosity and enthuse them to explore and achieve even more. Even so, all of the children benefit from positive engagements and interactions with staff and good learning experiences overall. For example, some of the younger children enjoy the cooking activity, test their senses, and learn about some foods, which promotes their good health. All of the children play outdoors daily, they get fresh air and exercise to increase their physical development, mobility and independence. During these activities, they begin to learn to share and take turns. Children begin to develop their understanding of technology as they use resources such as the compact disc player. They learn to take some control of their environment as they choose the music they want to hear and turn the equipment on and off. Children learn about personal safety as they explore topics including 'road safety' and 'people who help us' these relevant topics develop children's awareness and understanding of the world. All groups of children make good or better progress from their starting points and this equips them well for future learning and promotes their school readiness.

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

Every child is allocated a key person from the start. Children's key carers engage with staff and parents to find out essential information about individual children. This makes children's starting points clear and provides essential information during the settling-in period. Children observe positive interaction between staff and their parents during this time and this helps them to begin to develop trusting relationships with staff from the start. This also helps children to feel secure and prepares them for future changes, such as moving on to school. Such practice also assures parents of staff's kindness and positive interactions with the children. Parents provide good information about children's personal care needs, health conditions, home language and cultural observances, which helps staff to fully promote children's well-being.

The nursery welcomes children and families from all backgrounds. Staff are confident

about equality and they are clear they do not treat any child or family more or less favourably. There are prominent displays reflecting positive images of many aspects of diversity. They set the expectation for a warm welcome for all. Staff find out about children's home languages and they all make concerted efforts to use children's home languages as a platform on which to develop children's English and their communication and language skills. Staff in the nursery speak a number of languages and this supports children very well. This is a strong feature of the nursery's performance. For example, older children learn various languages, such as Spanish, French and Russian. This demonstrates to all children that an additional language and their cultural experiences are useful and valuable. Senior staff closely monitor the arrangements for children with special educational needs and/or disabilities. They are proactive in working with these children, their parents and other professionals involved in the children's education and care. This ensures that they make and sustain good arrangements to keep these children moving forward at a good pace from their starting points. All children use resources that reflect cultural diversity and disabilities as a core part of the daily provision. This helps them to develop an inclusive attitude to others. Regular planning for individual children's next step help to sustain children's learning at a good or better pace and this promotes equality well for every child.

There are ample good quality play resources for children to use, in particular the education unit is richly resourced. Deployment of staff is effective to ensure that sufficient staff work directly with children. Staff manage children's behaviour appropriately, supervise children properly and help them to consider how their behaviour affects others. They have a good understanding of the nursery's behaviour management policy; they are helping children to understand the expectations for good behaviour. Children respond positively to the staff's guidance and show them respect and good manners. These are positive attitudes, which will serve them well when they go to school.

Children are developing their understanding of healthy lifestyles through their daily practices. In addition to daily physical exercise, they wash their hands regularly throughout the day. Children drink water or milk and enjoy snacks, including fresh fruit each day. The nursery provides all children with a varied diet that includes food from all food groups. Overall, staff in the nursery take good care of children's personal hygiene needs. However, some staff do not consistently adopt thorough hygiene practices. For example, they occasionally fail to wash fruit before presenting it to children and keep the fridge clean. These oversights in hygiene practices do not fully promote children's good health. Older children are toilet trained and need little or no assistance in these matters. Through discussion and practising skills, children are increasing their understanding of personal safety. For example, they are learning how to use tools, such as gardening tools, scissors and large equipment safely.

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

Overall, the leadership team makes good arrangements for meeting the learning and development requirements and the safeguarding and welfare requirements of the

Statutory Framework for the Early Years Foundation Stage. Systems to secure all aspects of learning and development are well developed in this nursery to enable children to make good or better progress from their starting points. Even so, the quality of teaching is variable. For example, children in the education unit experience inspirational quality of teaching, which helps them to excel in their learning. Whereas, younger children do not benefit from this same high quality, which means their learning experiences are slightly less enjoyable. However, they make good progress in learning and development from their starting points.

The nursery's recruitment and vetting procedures are sound; they are based on safer recruitment practices. This includes vetting through the Disclosure and Barring Services procedures, and full inductions for all staff. Only staff who are cleared through the vetting procedures are left alone with children. Staff have good knowledge of safeguarding and welfare matters overall, and in particular to the policies and procedure relating to child protection, including whistle blowing and behaviour management. They know what to do if concerns arise about children's well-being. The nursery's policies are displayed prominently and it is regular practice for staff to review specific policies at training events. Staff in the nursery know the designated child protection officers and they state confidently their responsibility to report any concerns to them. Although all aspects of the nursery's hygiene routines are not always thorough overall standards of hygiene practices are good, and risk assessments and hazards checks are effective to create and maintain safe environments for children. The nursery is safe and secure, documentation meets requirements, and the nursery is managed confidentially.

The leadership team are focused on improvement in the nursery. For example, they are supporting the nursery manager to gain a degree in childcare and education and a number of staff who work directly with the children are highly qualified. There are systems to carry out staff appraisals and the management team is strengthening these processes. The nursery staff regularly evaluate performance and priorities for improvement, such as improvement to the outdoor classroom. This helps to promote positive outcomes for children.

The nursery makes very good links with parents and other partners involved in children's learning, development and welfare. There are established systems in place for sharing information and involving parents and children to share their ideas and support children's learning at home. Parents speak positively of the nursery. Parents praise the staff for the range of learning experiences that they provide for children. The nursery is responsive to information gained from parents. For example, they engage with them to celebrate achievements and include these in children records. The staff encourage parents to get involved with activities in the nursery, for example, fathers participate in a nursery event and join in the children's activities as superheroes. Parents praise the nursery for their children's excellent progress, some parents also comment that they get very good value for their money. Staff in the nursery are experienced in working with parents to complete the assessment for children at age two years and there are well-established procedures to support children in their move to full time education.

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	EY442044
Local authority	Milton Keynes
Inspection number	927537
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	98
Number of children on roll	142
Name of provider	Kids Play Ltd
Date of previous inspection	28/05/2012
Telephone number	01908238277

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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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