

Wavendon Pre-School & Day Nursery

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

Inspection date	16/01/2014
Previous inspection date	11/04/2013

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

- The leadership and management team within this nursery is strong, Systems to monitor quality and develop areas for improvement are effective.
- Teaching skills are good and in some cases outstanding. Staff encourage children to explore a rich range of resources and support learning well. There is a secure understanding of the curriculum and children's individual learning styles.
- Partnerships with parents are strong. Staff value parent's contributions and encourage further learning to take place at home through sharing resources, knowledge and skills. This helps children make the most of their learning.

It is not yet outstanding because

- Occasionally, adult-led activities do not provide children with sufficient space, to explore, experiment and challenge their learning.

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 undertaken by the children and staff.
- The inspector discussed practice with staff and managers.
The inspector sampled documents in relation to children's learning and development, and those relating to staff training, support and skills, safeguarding, safe recruitment, accidents and incidents.
- The inspector took account of parents' views through discussion.
- The inspector took account of the nurseries self-evaluation.

Inspector

Carolyn Hasler

Full report

Information about the setting

Wavendon Pre-School and Day Nursery registered in 2005. It 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 7.30 am to 6 pm 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 104 children in the early years age range. The nursery is also registered on both the compulsory and voluntary parts of the Childcare Register. There are currently no older children on roll. The nursery supports children learning English as an additional language. It is in receipt of funding for the provision of free early education for children ages three and four years. A total of 15 members of staff work with the children, of whom 12 hold relevant early years qualifications, including Early Years Professional Status. Three members of staff are working towards qualifications at level 3. 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 further the planning and preparation of adult-led activities to provide children with space and time to be fully involved and consolidate their learning.

Inspection judgements

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

Children enjoy coming to this nursery because it is welcoming to them and they know staff well. This enables them to settle quickly into play upon their arrival. Staff encourage children within the pre-school room to self-register with the help of parents. Consequently, children learn to identify their own names written down alongside their own early writing skills. All of the children within the provision have access to a good range of resources, which support their individual learning needs and interests. Staff plan a good balance of child-led and adult-led flexible activities. There is an emphasis on sensory play for the youngest children. They are offered a range of treasure baskets containing a variety of different materials to investigate and stimulate their interests. Activities within this nursery are exciting and limitless. Staff are exceptionally good at enabling children to use their imaginations to develop play. They use both natural and man-made resources within planning. For example, children play out doors in wet weather enjoying the mud kitchen. They practice emerging writing skills by making lists of ingredients. Children search the outdoor environment for herbs, sticks and stones and add these to their mixture of paint,

glitter and mud. They make a birthday cake and count the candles singing happy birthday. Other activities focus on children's recall skills and encourage language development. Staff link activities that children enjoy, such as the story of the Three Little Pigs to promote learning. They provide first hand experiences by using real life resources, such as straw. Adult-planned activities have clear learning intentions, and motivate children well. However, occasionally preparation does not take into account the space children require to consolidate their learning. Overall, staff use open questions to encourage children to share their thoughts. Singing, rhyming, and the use of new concepts provide a strong contribution to language exploration. Those children who are bilingual or who are learning English as an additional language receive very good support here. Members of staff go out of their way to learn tickling rhymes and use familiar references in home languages. Child-led and adult-supported exploration of technological resources and the constant reference to numbers, shapes and colours encourages specific learning skills. All children show that they are confident, active learners who enjoy challenge and thinking for themselves.

Staff have a good understanding of the curriculum and use resources effectively. They understand the importance of engaging parents and encouraging learning to take place at home. Parents who shared their views feel the nursery encourages them to support learning and say they are fully informed. They are confident enough to share their children's learning journals to demonstrate their contribution to learning, home observations and assessments. The nursery is proactive in sharing their resources with parents. Staff working with younger children share familiar nursery rhymes and songs used in the nursery with parents to support language development at home. Lending book libraries, story sacks and interest bags all provide parents with opportunities to extend their children's learning experiences.

Staff evaluate their observations of children and use these to plan for the next steps in their learning and to track their progress. Assessments on each child are carried out every three months. Children between two and three years undergo a two-year progress check. These provide accurate information to share with parents and other early years agencies. Staff have secure skills in planning, observations and assessment, and record accurate information about children. Teaching within this nursery is good and sometimes outstanding. This helps children to make good progress towards their expected levels of development and on some occasions exceeds them.

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

Staff have a good understanding of the importance of secure attachments between children and staff and strong relationships between the nursery and home. As a result, the key person system within this nursery is good. Staff work closely with parents to understand the needs of individual children and follow home routines. Initial relationships are given time to establish through the child- and parent-friendly settling in sessions. This ensures both children and parents manage separation and allows children to form attachments at their own pace. It provides the foundation to learn socially acceptable behaviour. Staff show children by example, how to manage behaviour. They understand when to intervene and when to step back and allow children to work through problems.

They remind children of good examples of how they have behaved in the past such as; 'Do you remember when you shared nicely in the past and you got a turn'. This helps children pause, think about and adjust their behaviour. Praise for good sharing and turn taking reinforces their cooperation. As children gain confidence in managing their own feelings through first hand experiences, they learn how to build friendships. Older or more experienced children show good levels of self-assurance within both small and large groups. They have a good understanding of themselves as individuals and their importance within the group. Children see examples of writing in different languages, and learn about their own and others' special celebrations. The resources they play with are rich in providing positive images of other people, their communities or their roles in society. They gain an understanding of the importance of people who help them through visits from community agencies such as the police or health visitors.

Staff teach children to learn to use tools and resources with care. They help children learn about their own safety through timely reminders such as; 'Be careful you don't slip in the mud'. Play activities in the garden reinforce road safety as children learn to stop at the stop sign and go when the traffic lights change. The premises are well maintained; the safety and security of the children is prioritised. All staff understand and promote the safety and wellbeing of children while in their care. They teach children positive messages about healthy eating. Children grow produce in the garden and are encouraged to help with gardening tasks. They pick fruit, herbs and vegetables, which are incorporated into their diet. Food is cooked on the premises by the nursery chef who has built positive links with parents by sharing successful recipes. This ensures the messages about healthy eating are incorporated into children's lives outside of the setting. The chef visits children after eating to enquire if they enjoyed their meal and how much they ate. Children enjoy this attention and are encouraged to try new foods. Inside and outside play and learning is very flexible. Resources support development within the different learning intentions. Children have many opportunities to use movement, balance and learn coordination to promote their physical development. They handle large and small resources developing dexterity and fine motor skills. Staff encourage children's increasing independence at meal and toileting times. While younger children help with dressing tasks, much older children are attempting zips and can confidently manage their own shoes and wellington boots. Staff incorporate good hygiene routines into children's learning supporting their understanding of healthy lifestyles.

Overall, children within this nursery build secure attachments, learn socially acceptable behaviour and understand how to keep themselves safe. In addition, they have opportunities to be physically active and live healthy lifestyles. Their increasing independence and self-assurance ensures they are emotionally prepared for the next stages in their learning. This prepares them for changes such as moving between rooms or going to school.

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

The leadership and management team have a clear audit system to track the quality of teaching and its impact on children. This involves staff taking responsibility for their records and ensuring they track children's learning closely. The management team oversees and maintains consistency and competency. Mentoring, peer on peer and management supervision ensures staff reflect on their practice and identify training needs. Induction for new members of staff and regular appraisals ensure staff maintain high standards. As a result, the quality of teaching is good, observations and assessments are accurate and planning is closely linked with children's learning needs.

There is a strong focus on safeguarding. Recent training strengthened good practice and ensures the staff team have a clear understanding of their roles and responsibilities. This includes a secure knowledge of child protection and whistle blowing procedures. Welfare and the learning and development requirements are understood and met competently. For example, children are well supervised at all times. Accidents and incidents are recorded and parents informed. Many staff hold first aid certificates to enable them to treat any injuries promptly.

Those working in this nursery are reflective and collect the views of those using the service. They are keen to seek out new ideas through research to develop their practice and skills. The corporate policy is to encourage professional development. They aim to have a highly qualified staff team. This has a positive impact on the quality of the service parents and children receive. The nursery works with their local authority development team to look at quality improvement. They act promptly in response to identified weakness. They have close links with other early years agencies to safeguard and promote the welfare of children. Engagements with parents are very secure and parents make positive statements about the close partnerships the nursery makes. Overall, the nursery team effectively ensures appropriate interventions are secured and children receive the support that they need.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY304881
Local authority	Milton Keynes
Inspection number	949351
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	64
Number of children on roll	104
Name of provider	Asquith Court Nurseries Limited
Date of previous inspection	11/04/2013
Telephone number	01908 586 518

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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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