

Aristo-Tots Private Nursery

Soskin Drive, Stantonbury Fields, Milton Keynes, Buckinghamshire, MK14 6DP

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| Inspection date | 15/04/2014 |
| Previous inspection date | 22/10/2012 |

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

- Children behave well. They are happy and engaged in their play. They have warm relationships with one another and the staff.
- Children enjoy a broad range of play resources and activities. Staff understand children's starting points and make regular observations of their progress. They plan effectively for children's next steps and as a result, children are making good progress.
- Children benefit from free-flow opportunities to play indoors and outside.
- Staff are deployed well. They demonstrate strong morals and supervise children effectively. There are established systems to promote staff training and ongoing development, which in turn promotes positive outcomes for children.

It is not yet outstanding because

- Staff do not always support older children effectively to listen to others during some group times.
- Meal times do not always successfully support older children's developing independence.
- Staff miss some opportunities to support younger children to count for a purpose and use mathematical language to help their understanding of quantity and size.

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 in both buildings, and indoors and outdoors. She completed a joint observation with the manager.
- The inspector spoke to children, staff and parents.
- The inspector met with the manager and her deputy.
- The inspector read and took into account the nursery's self-evaluation form.
- The inspector sampled the nursery's documentation and children's development records.

Inspector

Aileen Finan

Full report

Information about the setting

Aristo-Tots Day Nursery is one of three nurseries run by a private company. It registered in September 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is located in Stantonbury Fields, Milton Keynes, Buckinghamshire in two purpose-built buildings on the same site. Both buildings have easy access to secure outdoor play spaces. Ramps ensure easy access for those with additional mobility needs. Excluding bank holidays, the provision operates for 51 weeks of the year, and opens each weekday from 7.30am to 6.30pm. The provision supports children with special educational needs and/or disabilities. There are currently 116 children on roll in the early years age range. Children attend for a variety of different sessions. The nursery receives funding for free early education for children aged three and four years. The nursery employs 25 staff, of which 20 hold appropriate early years qualifications. Of the remaining staff, two are currently completing appropriate early years childcare qualifications, and two staff are cover staff, supporting the nursery setting during busy periods such as lunch times.

What the setting needs to do to improve further

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

- extend children's listening skills during group time activities, to promote their learning further
- make meal times more sociable for the older children and encourage them to be more independent during these times
- promote counting for a purpose so that children are confident in using simple addition or subtraction, and can use terminology, to put numbers into context.

Inspection judgements

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

Staff demonstrate they have a good understanding of the learning and development requirements for the Early Years Foundation Stage. They promote children's learning effectively through their teaching and interaction skills. Children choose their play ideas independently, benefiting from opportunities to free-flow between indoors and outside. Staff complement this freely chosen play with effectively planned adult-led activities that broaden children's learning. The key person system promotes children's development well because staff know the children's backgrounds and interests through their discussions with parents when children start at nursery. Transitions between age group rooms are also well

planned, and staff accompany children for settling in visits prior to when they move on to the next stage of their learning. This means children are confident in their new surroundings because they see familiar faces and can play while being supported by staff who understand their needs.

Children enjoy a broad range of learning opportunities that span all seven areas of learning. The outdoor environment is an extension of the indoors, which means that children's different learning styles are catered for appropriately. Staff make regular and accurate observations on the children as they play. Their understanding of children's achievements and progress informs future planning. As a result, staff plan well for children's next steps and can make timely interventions to support any minor gaps as and when needed.

Children have fun. Babies are keen to join in with action rhymes or sit with staff to look through books. They engage staff in their play as they act out hide and seek games. Toddlers thoroughly enjoy a cooking activity, making Easter nests. They help to break up the chocolate and wait happily for their turn to stir the melted chocolate. They listen to instructions about how to mix the wheat, so to make the nests and help to get the cake cases ready for their mixture. Staff miss some opportunities to support children to count for a purpose and use mathematical language during the activity.

Older children meet together for group time. They excitedly discuss Easter and are keen to share what they will do over the holiday period. For example, an adult-led group activity helps to promote children's developing language, and children are able to identify letters, particularly those that feature in their own names. However, sometimes children speak over one another rather than listening to their friends because they are over keen to share their views. This means they do not always learn the value of listening to each other.

Children enjoy the sunshine and play in the large sand pit outdoors, while others paint or draw, for example indoors. The older children show their confidence in putting on aprons, choosing materials to paint or draw with and talk about their creations. Children show their agility to ride about on tricycles outdoors, skilfully negotiating the kerb, obstacles and other children. Children are making good progress in their learning in relation to their starting points and in particular in their personal social and emotional development, their understanding of language and developing speech, and in their physical development.

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

Children happily play alongside one another or in their solitary play, and enjoy a broad range of activities and resources. Staff supervise children well throughout the nursery and outdoors. The nursery is set over two buildings and in each building, children have wide spaces to move freely between their age group areas. They therefore make choices about what they want to do, which supports their growing independence. Children have warm relationships with the staff. Babies and toddlers are content to snuggle up with staff for a cuddle or reassurance as they play. Older children chat happily to staff about what they are doing. The atmosphere in all rooms is calm and relaxed and therefore promotes how

children engage in what they do and how they learn.

Children show that they are happy at nursery. They benefit from toys and play that promotes their learning in all areas, both indoors and outside. Children understand the routines of the day and staff expectations. They behave very well and therefore demonstrate that they feel safe and content, and emotionally secure. Staff understand children's needs and routines well. Younger children sleep when they need to, with staff monitoring them regularly. A daily feedback sheet details nappy changes and meal times so that parents are aware of their child's welfare needs once home. Staff liaise with parents prior to children starting and therefore staff gain an awareness of special comforters for example, or preferences for potty or toilet training. Older children use the toilet under limited supervision and understand the importance of washing their hands. Staff encourage children to put on shoes and coats independently prior to going outdoors. All children have a peg and personal drawer for their pictures, mark making and paintings, which allows them to take them home if they wish. Parents are encouraged to label children's belongings so that staff can help children to identify their personal possessions.

The nursery provides nutritious snacks and meals. Lunchtimes are sociable overall. Pre-school children use the dining room. Although they help themselves to cutlery, there are fewer opportunities to extend children's independence. For example, to serve their food or to learn the importance of waiting for friends to sit down before they start their meal. Younger children are confident to feed themselves from an early age and drink from a cup. Staff understand and adhere to children's dietary needs and allergies.

Staff deployment is good to meet children's individual needs throughout the nursery. All children have regular access to the outdoors. They enjoy free flow opportunities that further support their play and exploration. Children benefit from physical play outdoors and fresh air. Overall, children are very confident and developing social relationships with one another. They behave very well throughout the day and show respect for their surroundings and one another. Children are learning about their own safety. For example, after playing outdoors, both toddlers and pre-school children line up once asked, and wait to be counted through the internal gates that lead from the shared garden area through to age group rooms. This ensures staff can account for all children. Parents use a finger print recognition system for access to the pre-school building. As children play outside, staff make timely reminders for children to play away from the gates, if parents arrive. Staff support children's needs effectively. They promote children's skills for the future and their readiness for the next stage in their learning.

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

The nursery offers children and their families a welcoming and inclusive environment. Staff demonstrate an effective understanding of the safeguarding and welfare requirements for the Statutory Framework for the Early Years Foundation Stage. All staff complete child protection training as part of their robust induction. Staff are able to demonstrate a secure understanding of the procedures to take should they have a concern about a child in their

care. Likewise, staff are able to explain the procedures for moving children from one building to another in line with nursery procedures, thus keeping children safe during these times. This understanding promotes how staff safeguard children at the nursery.

The leadership and management of the nursery are highly effective. Recruitment and induction procedures for new staff, and systems for the regular supervision and training of all staff are robust. All appropriate and required checks are completed, both when staff are newly appointed and during supervision and appraisal systems. This means that the nursery is able to maintain its ongoing suitability of the adults who work with children. The manager and her deputy monitor the educational programmes in order to ensure they meet all children's individual needs. Staff are deployed well throughout the day and ratios of staff to children are maintained. The nursery implements robust policies and procedures, which staff adhere to appropriately. They share the policies with parents so that they understand the procedures that support children's health and well-being. Risk assessments of the environment, and daily checks both indoors and outside promote children's safety and well-being.

Staff have a good understanding of the learning and development requirements for the Early Years Foundation Stage. Staff demonstrate their awareness of children's backgrounds and interests. The management team complete 'show-round' visits for potential parents and their children, and explain the procedures in place to support how their children will settle in to nursery. Staff make regular observations on children. They use their assessments of children's play and achievements to plan effectively for children's next steps. The key person system works well. They share home-link books so that parents understand how to extend these next steps at home to complement the learning children receive at nursery. There are two parent meetings each year so that staff can formally share the achievements children make. Parents and children are able to view their children's development records whenever they wish. Handover discussions and daily diaries for the younger children help parents to understand their child's welfare, and what they have been doing during the day.

There are well-established partnerships with other professionals working with children needing additional support. Partnerships with a broad selection of feeder schools also work well to help children settle into their new environment. Partnerships with parents are positive. Parents state during the inspection that staff are supportive and that their children are happy to attend. Some parents explain that they feel confident to recommend the nursery to others. The nursery management team evaluate their priorities well. The views of parents, children and staff support how the management team are aware of the nursery's strengths, and feed into plans for future improvement through their action plan in order to enhance the outcomes for children.

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

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| Unique reference number | EY270136 |
| Local authority | Milton Keynes |
| Inspection number | 960347 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 99 |
| Number of children on roll | 116 |
| Name of provider | Aristo-Tots Private Nursery School LTD |
| Date of previous inspection | 22/10/2012 |
| Telephone number | 01908 311800 |

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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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