

The Centre MK Day Nursery

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

Inspection date	18/06/2014
Previous inspection date	08/07/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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 requires improvement

- An attractive learning environment provides all children with a broad range of experiences both inside and out.
- Babies learn and develop well in a rich sensory environment, with positive interactions from caring adults.

It is not yet good because

- Systems to monitor the quality of teaching remain insufficiently robust and so opportunities to fully develop children's communication skills are being missed.
- Staff do not consistently promote children's good health by encouraging them to wash their hands before eating, as a result children are not learning about a healthy lifestyle.
- Ongoing assessments of children's progress are not consistently accurate which means that staff do not always plan suitably challenging activities for individual children.
- Staff do not consistently pay enough regard to children's levels of well-being, particularly when new children are settling into the nursery, or in helping some children to understand why their behaviour might affect others.

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 play indoors and outside.
- The inspector and manager undertook a joint observation.
The inspector examined documentation including a representative sample of
- children's records, evaluation documentation, display materials and safeguarding arrangements.
- The inspector spoke with staff, management, parents and children.
- The inspector tracked a sample of individual children to assess progress.

Inspector

Sue Skinner

Full report

Information about the setting

The Centre MK Day Nursery registered in 2005 and 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 meet the requirements of the Early Years Foundation Stage the provider must:

- promote the good health of all children by encouraging hand washing before eating, to prevent the spread of infection and ensure children understand the importance of a healthy lifestyle
- ensure the quality of teaching is monitored, so that all staff fully promote children's communication skills and ask questions that extend children's thinking and develop their imagination.

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

- improve further the systems for assessment to more consistently monitor children's progress, and use this information to plan challenging activities that help all children to reach their full potential
- work more closely with parents to reduce stress levels of young children particularly when they are settling in, and help older children to understand the impact of their behaviour on others.

Inspection judgements

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

Staff deliver educational programmes relatively well and, in general, children are making suitable progress. The learning environment is attractive and well equipped so that children can experience a broad range of opportunities both inside and out. Children are able to move freely between the inside and outdoors for the majority of the session and this generally meets their needs well. On occasion, however, some children's play goes unnoticed by adults who are engaging with groups of children and this results in missed learning opportunities. Resources are stored at low enough levels for children to access them independently and this encourages children to find what they need to develop their learning. For example, resources for sand and water play are carefully presented and children use tubes, containers and funnels to investigate the movement of these materials. There are some interesting choices for children to explore indoors and outside, such as the 'gym' role-play for the older children where they pretend to be on the reception desk and have fun on home-made running machines. Babies benefit from a rich sensory environment and are encouraged in all activities, for example, as they crawl through tunnels, begin to walk and shake musical instruments. Staff interactions with the youngest children are appropriate to their ages and stages of development and they extend communication skills well. Some teaching is less effective for the oldest children, however, as staff do not consistently provide children with challenging interactions that further extend their communication skills and provide them with opportunities to fully engage in meaningful conversations that develop their thinking skills. Adults question children with expectations that they answer in one or two word sentences and this does not present sufficient challenges for the oldest children to think through and solve problems. This weakness, despite being correctly identified as a priority by the manager and being a recommendation from the previous inspection eleven months ago, is still to be addressed.

Children are generally developing appropriate literacy skills. They are exposed to letters and words in the environment and staff support children to write. For example, staff encourage early marks from the youngest children on the interactive white board. Children are introduced to letters and the sounds they make, and they hear rhymes in words in fun ways as they recite 'Twinkle twinkle chocolate bar.' Adults read books to children on a regular basis. There are comfortable areas where children spend time enjoying books; toddlers are attracted to adults outside who are reading stories with enthusiastic, engaging expressions. Children are learning mathematical skills as they measure capacities in sand and water play. Staff count out fruit with children during snack time and write numbers outside with chalks for children to see. Adults work with small groups of children to play matching games and share books with children which help them to count objects to ten.

Children engage in creative learning as they paint, make models with dough and use musical instruments to express their ideas. There is a strong emphasis on using natural resources which provide children with positive opportunities to learn about the natural world, for example, as they look after their African land snail and investigate materials playing with sawdust and straw.

Planning is basic but demonstrates that staff observe children and mostly plan well for their next steps of learning. Staff generally monitor children's progress to help them plan activities and are embarking on a new system for recording children's next steps of learning. However, their ongoing assessments of children's progress are not consistently accurate and demonstrate that some staff have a lack of understanding with regards to age-appropriate development. Consequently, staff do not always provide suitably challenging activities for individual children to support their learning and development towards the early learning goals.

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

Most children demonstrate that they are settled at the nursery and are forming harmonious relationships with caring adults. There is a key-person system which supports the emotional development of most children well. There is a written settling-in procedure which management has produced but, in practice, staff are sometimes unsure how long to leave young children crying before parents are contacted and this can have a detrimental effect on the well-being of those children, causing increased levels of stress.

All staff know who their key children are and all children are allocated a key person when they start. There is a 'co-key person' system which ensures that children are supported at all times during staff absence. Most parents know who their child's key person is but some are a little unsure of the names of staff members.

Children's behaviour is generally good and this demonstrates that they feel secure and safe in the familiar environment. Staff remind children of rules concerning issues such as running inside and promote safety as they encourage children not to swing bats near other children's faces. However, staff sometimes miss opportunities to help children reflect on why this behaviour might be dangerous or encourage them to think through reasons themselves. Nevertheless, management monitors accidents closely and takes appropriate steps to protect children from harm, for example, with the introduction of additional measures specifically addressing bangs to the head. Parents are kept fully informed of accidents and sign to indicate they have noted injuries.

Children are provided with daily nutritious snacks, drinks and meals that represent a well-balanced diet. Staff fully protect children who have allergies as a system of 'red plates' and close supervision ensures vulnerable children are not exposed to risk. Older children are able to decide when they eat snacks, providing good opportunities for independent choice. Generally, staff present good role models to children in terms of health and hygiene, for example, during thorough nappy changing procedures where staff are vigilant at ensuring high standards, and as they sanitise tables ready for eating. There are lapses in practice, however, for example when young children are not systematically reminded to wash their hands before eating. Children are not taught hand-washing techniques before eating to prevent cross contamination and the spread of infection. Staff are vigilant during hot weather as they ensure children are fully protected from potential harm from the effects of the sun.

Opportunities for children to be physical and enjoy fresh air are offered throughout the session. Children balance along tyres and planks; they climb on challenging apparatus, slide and ride tricycles. All rooms have direct access to the outside environment and children benefit from regular experiences to move, negotiating spaces and practising coordination skills. Babies enjoy their own outside space which is soft and safe and has resources to encourage movement, such as, low-level mirrors and toys to roll and push.

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

Since the last inspection, a new manager and assistant manager have been appointed and have been in post for seven months. The management team has a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage framework and are aware of their legal responsibilities. This inspection took place following a concern in relation to safeguarding practices.

During this inspection, there were no significant safeguarding issues that presented a threat to children. The safe recruitment of new members of staff is a robust system that ensures staff are suitable to work with children. Checks and references are carried out and new staff do not have unsupervised access to children unless these are all in place. Staff have received appropriate training in areas such as safeguarding, first aid and food hygiene. The manager plans for staff to increase the breadth of their training and has correctly identified interactions as a priority for future consideration. Generally, procedures and systems such as fire evacuation and risk assessments are firmly embedded, and staff are clear about what actions they need to take in the event of a concern. Staff are aware of the possible signs that may indicate concerns regarding a child's welfare and the referral procedures to follow to help safeguard them. Information regarding whistle-blowing is made available to staff and the management also provides staff with the services of an external independent support company to discuss safeguarding concerns.

The management at the nursery has evaluated their provision and identified priorities for improvement to develop the quality of education for children. The manager has plans to carry out regular observations of staff in order to support the development of teaching and learning in order to support staff to improve and develop their practice.

Staff at the nursery have a good relationship with parents and they are welcomed into the rooms at the start and end of the day. Parents of the youngest children receive written reports detailing routines from the day, such as eating and sleeping patterns. Parents report that they are happy with the level of care staff provide and most parents have a close relationship with their child's key person. All children have an 'incredible learning journey' and these are available for parents to look at on a daily basis and contain observations and assessments by staff and some samples of children's work. Communication happens on a daily basis and staff also provide parents with summative assessments which indicate children's progress. Most parents say that they are kept well-informed of the sorts of experiences their children are receiving. Management send out

information to parents describing activities that children are engaging in and parents are invited to attend consultation sessions to talk in detail about their child's progress and to share information such as the progress check for two-year-old children. Management and staff organise open days for parents and provide information sessions which focus on issues such as 'readiness for school.' This prepares children and their families well for future learning experiences in the next stages of a child's 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	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	EY304895
Local authority	Milton Keynes
Inspection number	972790
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	126
Number of children on roll	107
Name of provider	Asquith Court Nurseries Limited
Date of previous inspection	08/07/2013
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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