

Meadow View Day Nursery

Westbury Lane, Newport Pagnell, Buckinghamshire, MK16 8PS

Inspection date

15/10/2014

Previous inspection date

02/02/2009

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Staff meet children's individual needs exceptionally well and all children are making excellent progress towards the early learning goals.
- Staff demonstrate outstanding teaching skills. They plan challenging activities which enthuse children and fully support them to learn in stimulating environments.
- Leadership is inspirational at all levels. Staff morale is excellent and this supports an emotionally secure environment that successfully promotes children's well-being.
- Partnerships with parents are extremely effective. Creative initiatives support parents to be fully involved in their child's learning.

- Insert weakness text here
- Insert Strengths text here

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

Meadow View Day Nursery registered in 1993. It is owned and operated by Child Base Limited who have a chain of nurseries in the Midlands and the South of England. Meadow View is situated on the outskirts of Milton Keynes, Buckinghamshire on a residential estate. It operates from four rooms in purpose built premises. The nursery is open each weekday from 7.30am to 6.30pm for 52 weeks of the year, with the exception of public holidays. All children share access to a secure enclosed outdoor play area. The staff support children who have special educational needs and/or disabilities, and children who are learning English as an additional language. The nursery receives funding for the provision of free early education for children aged two, three and four. There are currently 121 children in the early years age range on roll. Children generally come from the local area and surrounding rural villages. The nursery currently employs 22 members of staff, 19 of whom hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- Enhance further the opportunities for older children to explore sensory play by expanding the range of natural resources in the indoor environment.

Inspection judgements

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

Children are extremely happy at the nursery. They are active learners who are very eager to join in and have fun as they play. Children make very good use of the impressive range of stimulating toys and resources, and benefit from an imaginative variety of activities. These rich experiences are highly effective in promoting children's learning and development across all areas. Consequently, all children are making excellent progress towards the early learning goals.

Children become exceptionally confident communicators because staff are excellent role models. They are highly knowledgeable and skilled, supporting children's language through fun activities. They use questions to extend children's thinking, building on their understanding and helping to develop their vocabulary. For example, as children play with water staff encourage them to find out what happens when they use straws to blow bubbles. Staff introduce words such as 'test tube' as children explore mixing concoctions. They become engrossed in their discoveries and excited about what they are experiencing.

Children learn to enjoy literature as staff read with them, developing their curiosity about words and pictures. Staff encourage older children to look at reference books to find out

information, for example building on their interest in dragonflies. Staff also share books with younger children and discuss many interesting issues, such as what 'chicken coops' are used for. Staff encourage children to learn to turn pages themselves and notice words and pictures. Group sessions support older children to link letters to the sounds they make. Children apply this knowledge as they write for a variety of purposes, for example, as they write about their favourite fruit. Children of all ages are developing good early writing skills as they use resources such as chalks, pens and paintbrushes to explore their ideas.

Staff very effectively extend children's mathematical understanding as they encourage them to count and measure. For example, children weigh stones and shells on balance scales, discussing which is heaviest. They measure the length of 'Turbo', their African land snail, comparing how many centimetres he has grown over the year. Staff seize all opportunities to promote counting. For example, during nappy changing young children join in with number songs, and during meal times children discuss how many plates, knives and forks are needed at the table.

Staff encourage children to be curious in their learning. Babies play in an exemplary environment where there is a strong emphasis on exploring natural objects. They learn, by experimenting, how they can fit everyday objects such as wooden spoons, cardboard tubes and metal containers together. They also discover how to use these items to make noises.. The indoor learning environments for older children are also exciting although they do not benefit from quite the same access to natural resources to promote their senses. They do, however, explore outside in a rich environment, for example playing in dens. They watch and care for the plants, and learn about the life cycle of frogs and chickens. Staff further fascinate children by providing interesting artefacts to examine, such as snake skins.

Staff plan extremely effectively to support children's individual needs. They observe each child closely and making precise assessments to plan for their future learning. These reflective assessments securely pinpoint children's starting points and interests. The assessments of children are consistent throughout the nursery. Staff plan exceptionally well, supporting all children's ages and abilities in a very wide range of learning areas, both indoors and outside.

There is an extremely sharp focus on helping children to become motivated and independent learners. Children also receive lots of encouragement to be creative. For example, children experiment outside with powder paint and water. They make patterns on the patio, discovering the effects of mixing colours with rollers and brushes. Babies have 'messy' experiences where they explore colour and texture. They enjoy splashing in baths afterwards as staff wash off the paint. Children decide if they want to play inside or outside, giving them confidence to made choices in relation to their own play and learning.

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

Children have exceptional opportunities to develop their physical skills in the large outside areas. They climb and balance on equipment which encourages a high degree of skill, such as a large climbing frame and a wooden swing bridge. Older children skilfully jump along a low wall of tyres, balancing with a high degree of control. Babies push along toys and learn to walk with support from caring staff. A specialist sports coach also helps promote children's physical development.

All rooms are fresh and attractive, with plenty of soft furnishings. This provides children with a high degree of comfort in which to relax. Children are learning about healthy lifestyles as staff encourage them to eat balanced meals and snacks. They also learn to manage their own personal hygiene effectively. Parents comment that the meals the nursery provides are of a high standard and successfully encourage their children to try out new food.

Older children demonstrate an excellent level of responsibility for their age. They routinely wash their hands before eating, after messy play and when they come in from the garden. This helps to maintain good hygiene standards. Staff pay close attention to younger children, supporting them to clean their hands and faces after eating lunch. Staff have robust hygiene procedures for nappy changing which reduces the risk of cross infection and promotes children's health very well. Staff apply effective systems to safeguard children, for example, the use of different coloured plates to identify where children have dietary requirements such as allergies and food preferences. Children are familiar with the routines in the nursery. Sleeping arrangements for babies and young children are personalised and follow their individual needs.

Children in the nursery behave very well and have a positive attitude to learning, which shows that they feel safe and secure. They learn about appropriate behaviour such as listening to each other. Staff implement excellent behaviour management strategies and help children to understand appropriate expectations. For example, when using the interactive writing board, children use a timer to support them to have equal turns. Staff are positive role models to children. They smile as they play and interact with children, and sing and dance to encourage children to have fun. As a result, children are happy and confident.

There are highly successful arrangements to help children as they transfer into different rooms or move onto school. These include individualised settling-in arrangements based on close observations of each child. Therefore, children are extremely content, settle quickly and learn effectively. All staff have an outstanding knowledge of children's backgrounds and emerging interests, which results in an emotionally secure environment which is crucial for children's all round development.

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

Staff and managers have a thorough understanding of their responsibilities in meeting the safeguarding and welfare requirements. There is an extensive range of policies and

documentation to underpin the safe and efficient running of the nursery. Managers regularly review risk assessments and policies to ensure that they are effective. There are robust systems to check the suitability of staff. In addition, managers take thorough measures to supervise staff to ensure they are more than capable to work with children. Managers provide ongoing support, training and coaching to make sure that staff carry out their roles successfully.

Managers and staff demonstrate a passion and drive for improvement. Systems for ongoing self-evaluation are highly effective and help to identify a clear plan for future improvements. Managers explore innovative ways of working, such as visits to nurseries abroad, to observe childcare practice. To date, this has made a direct impact on the outstanding provision in the baby room, resulting in children being extremely content but also highly curious.

The managers and room leaders closely supervise ongoing staff development and target training for staff when it is needed. Staff receive appropriate training, for example, paediatric first aid, food hygiene and safeguarding. They have an excellent understanding of how to protect children and are aware of the procedures to follow if they have a concern about the well-being of children. Staff are also aware of the action to take if they have safeguarding concerns about a colleague. Clearly displayed child protection information is easily accessible to all staff as an easy reference if needed. Staff record information when children have accidents, and share this with parents. Managers closely monitor accident records, in conjunction with risk assessment, to ensure that their safety measures are effective. Fire evacuation drills take place regularly and thorough risk assessments help to ensure the suitability of the premises and the safety of equipment.

Relationships with parents are outstanding. Parents speak very highly of the nursery, saying they are confident and trust that the staff look after their children well. Parents take an active role in their children's learning and feel well informed with newsletters, emails and regular discussions with their child's key person. There is a parent partnership group which, along with staff, is very active in activities such as charity fundraising. When children start at the nursery parents receive information about the Early Years Foundation Stage. Parents know that their child's 'progress books' is always available and are aware of the learning that is taking place. The nursery engages highly effectively with parents, successfully promoting children's learning at home. For example, parents receive suggestions for things to do at home and staff provide resources, such as packets of crayons, to encourage children to continue their learning outside of the nursery. This approach benefits children's learning significantly and gives a clear message that learning is an ongoing experience.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	141896
Local authority	Milton Keynes
Inspection number	841508
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	69
Number of children on roll	121
Name of provider	Childbase Partnership Limited
Date of previous inspection	02/02/2009
Telephone number	01908 216604

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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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