

King Edwards Day Nursery

Southwood Community Annex, Conniburrow Boulevard, Conniburrow, Milton Keynes, Buckinghamshire, MK14 7AF

Inspection date

15/01/2015

Previous inspection date

24/03/2011

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

- Staff provide interesting and challenging experiences to meet the needs of the children. This means that children are engaged in their play and make good progress in their learning.
- The management and staff demonstrate a good understanding of their roles and responsibilities, and provide a secure environment to keep children safe.
- Staff work well in partnership with parents and share information regarding the children's development. This enables them to effectively plan and provide for the children's individual care and learning.
- Staff have strong relationships with the children. They speak to the children respectfully and therefore children are happy and confident.

It is not yet outstanding because

- Opportunities to fully promote children's independence during snack time are not fully maximised.

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 took account of the views of the parents and carers spoken to on the day of the inspection, as well as parent's written feedback.
- The inspector sampled the children's assessment records and planning documentation.
- The inspector observed activities in the play room and carried out a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with the children.
- The inspector held meetings with both managers of the nursery.

Inspector

Jane Osburn

Full report

Information about the setting

The King Edwards Day Nursery opened in January 2000. It operates from two rooms in the annex to Southwood Junior School. It is in the centre of Milton Keynes, close to schools, offices and shops. The nursery serves a wide area and operates five days a week, term time only. It is open from 8am until 5pm. All children share access to a secure enclosed play area. Children also have access to the school's field and their woodland area. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 56 children on roll, all of whom are in the early years age range. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. Children attend for a variety of sessions and the nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery provider employs 10 members of staff to work directly with the children and they all have appropriate early years qualifications. The staff team works in partnership with the adjoining junior school, the children's centre and the local authority.

What the setting needs to do to improve further

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

- provide opportunities for children's independence to be fully promoted through their daily routine, in particular at snack time.

Inspection judgements

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

Staff provide a range of activities that challenge and support the children's learning and development well. The resources are clearly displayed and easily accessible to the children so that they are enabled to make independent choices. Staff obtain information from parents regarding their child before they begin at the nursery. This ensures that the children are effectively supported from their first day. The quality of teaching is good. Staff regularly join the children in their play and engage them in conversation. This might be a discussion about something that has happened at home or it may be about a current activity in the nursery. Staff speak clearly and use a range of techniques when using language. For example, repeating back to children to model the correct pronunciation. This shows that staff are skilled in supporting children in developing their communication and language.

Staff introduce new ideas to the children during group times and then re-visit the learning by supporting follow-on activities. Staff use a calm manner and give the appropriate guidance to the children so that they are confident to take part in any offered activity.

Regular activities are provided for children that focus specifically on mathematics and literacy. Staff skilfully introduce mathematical language and concepts while joining children in their play. For example, providing tape measures during construction play. The children can explore concepts such as, big and small, and long and short. However, staff do not always fully promote children's independence. For example, at snack time, routines sometimes mean that there are times when the children are waiting to be served and opportunities for the children to serve themselves are not routinely given. Overall, children are making good progress towards the early learning goals of the Early Years Foundation Stage and gain the skills that will help them in their future learning.

Staff care for a number of children who are learning English as an additional language, as well as those who have additional needs. They work in partnership with parents and other relevant professionals to ensure that information is shared regarding strategies to promote children's individual development. All parents are kept informed of their child's development on a regular basis. This is sometimes through daily discussion or more formally during parents' consultations. Parents are encouraged to share any special events or milestones that their children experience at home and these are displayed in the nursery. Therefore, the staff and parents effectively share information about the children's learning and development at home. This information is effectively used to help staff plan for the next steps in children's learning.

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

Children are well supported to settle into the nursery. Staff know their key children well and ensure that each one is greeted on arrival. When children begin at the nursery they are accompanied by their key person until they feel confident to explore by themselves. As a result, their emotional well-being is effectively promoted. Children are well-behaved and are kind to each other. Staff are good role models and sensitively explain to children what is expected of them. Staff provide activities which encourage children to celebrate the similarities and differences of others. Parents are encouraged to share their cultural traditions, and religious festivals are celebrated in the nursery. As a result, children have the opportunity to develop their understanding of the diversity of the people in their community.

Staff understand how to keep children safe. They have a secure knowledge of their setting's policies and procedures so that they can take the appropriate action to protect and support the children in their care. Daily checks to the premises ensure that children are able to happily play in a safe and secure environment. Parents provide the food for their own child. This is used for both snacks and lunch times. Staff work in partnership with parents and make suggestions for healthy items which can be included in children's lunch boxes. The nursery has an outdoor space for each of the playrooms. Each outdoor area is equipped with resources that are appropriate for the age of the children. A large part of the garden is covered with a canopy and allows the children the opportunity to use the outdoor environment each day. Staff provide a range of interesting activities that enable the children to explore and practise their physical skills. The resources are changed or adapted to meet children's individual needs.

Children are well supported when they move rooms within the nursery. They are given time to settle into their new environment with the support from their key person. Information is shared between staff regarding children's individual development so that they can continue to help children to make progress in their learning.

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

Staff are well-qualified and are guided by a strong management team to meet the safeguarding and welfare requirements. This ensures that they know how to keep children safe and secure. Staff receive a copy of the nursery policies and are able to demonstrate their knowledge of the procedures they would follow in order to safeguard children. Robust recruitment procedures mean that adults working with children are suitably checked.

The management team monitors staff practice and gives support to identify further training to develop their skills. This means that the effectiveness of the staff team is continually built upon and therefore improves the quality of teaching. Staff have a good overview of children's learning and development. The manager monitors children's ongoing assessments to ensure that children make good progress across all areas of learning. Staff work closely with other agencies to ensure that children who require additional support also make good progress. Children learn through a broad range of experiences and the daily routine provides opportunities for children to play both indoors and outdoors.

Partnerships with parents are strong and this provides ongoing opportunities to share information regarding the children's learning and development in the nursery and at home. The manager makes contact with outside agencies if there are any particular needs of the children. They work in partnership with the parents to implement any advice or strategies given by other professionals to support children's development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	141773
Local authority	Milton Keynes
Inspection number	691878
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	35
Number of children on roll	56
Name of provider	Sherie James-Edwards & Samantha Harper-King Partnership
Date of previous inspection	24/03/2011
Telephone number	01908 528 222

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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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