

Centre MK Pre-School & Day Nursery

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



Inspection date

26 April 2016

Previous inspection date

4 June 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff are inconsistent in their behaviour management strategies. They do not teach older children that their behaviour affects others. The pre-school room becomes noisy at times, which impacts on the quality of teaching and learning.
- There are times when some staff do not extend children's understanding of their own safety and wellbeing.
- Some staff are better than others at using their assessments of children's development to inform planning and at sharing information with parents to help extend children's individual learning at home

It has the following strengths

- The new management team recognises the areas for development. Leaders have already started on setting targets for staff and are very enthusiastic about driving improvement.
- Children benefit from a well-resourced and welcoming environment. They easily choose from a wide range of resources and activities that interest and engage them indoors and outdoors.
- Staff are kind and caring towards the children, so children are settled and develop self-confidence.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

	Due Date
■ ensure that staff are consistent in their approach to managing children's behaviour, inform parents of any occasion where physical intervention is used and keep records of any such occasions	27/05/2016
■ ensure staff have a consistent approach towards using assessments of children's progress to plan for the next stages in their development.	27/05/2016

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

- make sure staff use the same methods to help parents further extend children's learning at home
- provide more opportunities for children to develop their understanding of their own safety and wellbeing.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector spoke to parents, staff and children to take account of their views.
- The inspector conducted a joint observation with the nursery manager.
- The inspector sampled planning and assessment records and a range of other documents.
- The inspector held meetings and discussions with the manager and company advisor.

Inspector

Linda du Preez

Inspection findings

Effectiveness of the leadership and management requires improvement

A change to staffing and the leadership of the setting has affected the management team's ability to sustain improvement. Supervision and training arrangements are in place and the new management team has a clear view of the changes that need to be made to improve the quality of the provision. Safeguarding is effective. Recent improvements include safeguarding training for all staff. This means staff are now clear about their roles and responsibilities. Managers have arrangements in place to check that staff are planning for children's learning effectively and they are keen to address the weakness identified at the inspection. Nevertheless, inconsistencies remain and these have an impact on the progress some children make.

Quality of teaching, learning and assessment requires improvement

The quality of teaching within the nursery is variable. Staff working with the babies clearly understand how to promote the learning and development of younger children. However, this quality is not consistent for the older children. Consequently, babies and toddlers make good progress in their learning, but this is not always sustained as children move to the older age group. Most staff plan well, taking into account each child's interests and age and stage of development. However, planning in the pre-school room is inconsistent. Overall, children enjoy exploring in the outdoor areas and delight in activities where they develop physical skills and learn about the natural world. For example, they enjoy searching for bugs, anticipating what they will find and digging enthusiastically. Staff use these occasions to encourage children to talk about their ideas and thoughts. This helps children, including those who are learning to speak English as an additional language, to make progress in their communication skills.

Personal development, behaviour and welfare require improvement

There are times when staff do not take opportunities to teach children about their own wellbeing. For example, reminding them about the importance of washing their hands before they eat and keeping the room tidy. Parents are complimentary about how staff know the children and keep them well informed about how their children are settling in. However some staff do not share information about children's progress with parents as effectively as others. There is a strong key person system in place to support all children's emotional wellbeing. Children are very self-confident and introduce themselves to visitors, confidently talking about what they are doing and what they enjoy. Positive behaviour management techniques have been identified through training, but staff do not use them consistently or record when they have to physically intervene to keep children safe.

Outcomes for children require improvement

Babies are very settled and secure with the adults who care for them. They show this as they confidently explore the environment, but return to their key person for a cuddle when they need it. They develop useful skills and become independent as they play and investigate. The inconsistent quality of teaching and behaviour management in the pre-school room results in some children losing interest and becoming bored. This means that not all children make the best possible progress in readiness for starting school.

Setting details

Unique reference number	EY304895
Local authority	Milton Keynes
Inspection number	1044492
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	126
Number of children on roll	105
Name of provider	Asquith Nurseries Limited
Date of previous inspection	4 June 2015
Telephone number	01908 679 151

Centre MK Pre-School & Day Nursery registered in 2005 and is one of many nurseries run by Asquith Nurseries Limited. The nursery is open each weekday from 7.30am to 6.30 pm, for 51 weeks of the year. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. There are 17 members of staff, of whom 3 hold relevant qualifications between level 2 and level 4.

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