

Tippytoes Stantonbury Nursery



Stantonbury Park Farm, Wolverton Road, Great Linford, Milton Keynes, MK14 5AT

Inspection date	23 June 2016
Previous inspection date	19 September 2014

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:

- Teaching is not yet consistently strong. Not all staff have high enough expectations of children and this limits children's opportunity to develop their creative skills.
- Staff do not clearly plan for children's next steps in their development often enough. Therefore, some activities do not match children's interests or developmental needs. This means children occasionally become disengaged.
- Arrangements for monitoring staff practice and improving their professional development are not fully effective. Too little focus is placed on identifying the weaknesses in teaching and what must be done to enhance staff's skills.

It has the following strengths

- Children are settled and receive good care from the attentive staff. This enables them to develop self-esteem, confidence and independence.
- Children have good opportunities to play outdoors and take part in a varied range of activities to support their health and well-being.
- Parents are kept appropriately informed about their child's progress through meetings, summary reports and daily discussions. They are invited to 'stay and play' sessions to help them understand what their children do while at nursery.

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 staff take a clear and effective approach towards using assessments of children's progress to plan for the next stages in their learning	15/08/2016
■ improve the quality of teaching to ensure that all staff have high expectations of what children can achieve and encourage them to freely express their creativity.	15/08/2016

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

- make more effective use of the arrangements for supervision to secure the links between the monitoring of teaching, staff training and practice.

Inspection activities

- The inspector observed activities both inside and outside to evaluate the support for children's learning.
- The inspector spoke to parents and carers to gain their views on the quality of the nursery.
- The inspector sampled a range of documentation, including children's developmental records and staff information.
- The inspector conducted a joint observation with the manager of the nursery to assess the quality of how leaders monitor staff practice.

Inspector

Maria Conroy

Inspection findings

Effectiveness of the leadership and management requires improvement

The provider shows a commitment to improving the quality of the provision, however insufficient priority is placed on monitoring the teaching and learning. As a result, weaknesses in teaching are not identified and addressed swiftly enough to help all children make good progress in their learning. The arrangements for safeguarding are effective. Staff implement risk assessments throughout the daily routine, to help keep children safe. For example, regular head counts are conducted when children enter and leave the garden. Staff follow good hygiene practices which prevent the spread of cross infection and protect children's health and well-being.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Some staff do not use information from their assessments of the children effectively. As a result, the activities do not sufficiently support children's next steps in their learning. Art activities linked to pre-planned topics do not provide sufficient challenge because they are too adult directed. Therefore, children's opportunities to create and share their thoughts, ideas and representations are sometimes limited. Where teaching is better, staff support children's learning well. For example, during an obstacle course, staff provide opportunities to promote children's physical skills, recognition of numbers and turn taking. Parents comment that they feel well informed about their child's progress. They say that the staff know their children well and they like the homely atmosphere in the setting.

Personal development, behaviour and welfare require improvement

Children are beginning to develop positive attitudes towards learning. Even so, they sometimes lose interest in what they are doing when they are not sufficiently challenged. Staff are well-deployed and supervise children carefully to ensure their safety and well-being. For example, babies are learning to move safely up and down the stairs, with staff support. Older children learn about dental hygiene and take part in discussions about the healthy foods they eat. Children generally behave well and are learning the 'golden rules', which include being kind to their friends. The transition procedures used when children move from one room to another are effective. Consequently, children settle well and form positive relationships with the staff who care for them.

Outcomes for children require improvement

Children are developing the motivation to learn, but the progress they make is hindered when activities are not consistently matched to their abilities and interests. They come to nursery happy and ready to play and learn. Children enjoy taking part in interactive storytelling, singing songs and rhymes, which helps support their communication and language skills. Older children are encouraged to develop their independence skills in preparation for moving to school. For example, they serve themselves at mealtimes and put their coat and shoes on ready for outdoor play.

Setting details

Unique reference number	EY435679
Local authority	Milton Keynes
Inspection number	1048437
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	64
Number of children on roll	96
Name of provider	Tippytoes Stantonbury Nursery Limited
Date of previous inspection	19 September 2014
Telephone number	01908222841

Tippytoes Stantonbury Nursery opened in April 2011 and re-registered as a limited company in September 2011. The nursery operates from a modified, detached house which was previously a farmhouse. It is situated in a rural area on the outskirts of Milton Keynes, close to Newport Pagnell. The nursery is open each weekday from 7.30am to 6.30pm, for 50 weeks of the year. All children share access to three enclosed outdoor play areas. There are currently 96 children in the early years age group on roll. The nursery is registered on the Early Years Register only. It is in receipt of funding for the provision of free early years education to children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities and those who are learning English as an additional language. The nursery employs 23 practitioners, of whom 18 hold appropriate early years qualifications. This includes one member of staff who has a degree in Early Childhood Studies and three members who hold Early Years Professional Status.

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