

King Edwards Day Nursery

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



Inspection date

Previous inspection date

15 November 2017

15 January 2015

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

Summary of key findings for parents

This provision is good

- Staff plan a stimulating learning environment that supports children to use their imaginative skills within the many activities on offer to them.
- The leadership team is passionate about maintaining high-quality nursery provision. It encourages children's active involvement in the session, develops their confidence and supports them to develop a positive attitude to learning.
- Children respond well to the warmth and affection offered by their key person. They form secure attachments with adults and demonstrate they feel safe in the nursery.
- Staff robustly monitor children's progress. They quickly identify weaker areas in children's learning and put steps in place to support them. All children make good progress relative to their starting points.
- Management and staff develop good partnership working with parents and other professionals, and this helps ensure children's individual needs are effectively met.

It is not yet outstanding because:

- On occasion, some staff miss good opportunities to extend children's thinking skills and introduce them to new vocabulary within everyday activities.
- Not all staff are supported as well as possible to precisely identify the strengths in their practice and to recognise and address areas to develop.

What the setting needs to do to improve further

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

- make the most of all opportunities to build on children's vocabulary and extend their thinking skills
- build on the programme for staff professional development to support them in identifying more precisely the strengths and areas to develop in their practice.

Inspection activities

- The inspector looked at a sample of documents to check how well staff are keeping children safe.
- The inspector spoke to children, parents and staff at convenient times during the inspection and took account of their views.
- The inspector discussed a sample of children's records with staff and reviewed how effectively they use their assessments to track individual children's learning.
- The inspector observed the quality of teaching during activities across the day and assessed the impact on children's learning.
- The inspector completed a joint observation with the nursery manager and discussed children's learning and development.

Inspector

Sue Bayliss

Inspection findings

Effectiveness of the leadership and management is good

The leadership team has high expectations of the children and tracks all children's progress closely. Management ensures that staff work closely with other professionals and external agencies. Staff take account of the advice they receive to enable all children to get the support they need to make good progress in their learning and development. The manager has a robust and thorough understanding of her role in keeping children safe. She and her staff know what to do and whom to contact should they have any concerns about a child's welfare. Safeguarding is effective. For example, staff regularly check the environment for hazards and help children to understand how to stay safe.

Quality of teaching, learning and assessment is good

Staff use observation and assessment to effectively monitor children's progress and identify any gaps in their learning. They identify next steps for children that support their learning outcomes. Staff teach mathematics well. For example, clearly planned targets for children support adults in matching teaching to each child's mathematical learning needs. Within the nursery children enjoy their learning. For example, children explore the concepts of 'more' and 'less' and learn to sequence numbers with enthusiasm within their everyday activities. Staff help toddlers work out simple problems. For example, they use their fingers to represent quantities and support young children to consider how many dolls they can carry.

Personal development, behaviour and welfare are good

Staff support children to engage in healthy eating and talk to them about healthy lifestyles. For example, staff provide information and talk to parents about what to include in their children's lunchboxes. Children are excited to try new foods. They learn about each other's preferences and the similarities and differences between each other. Children take care of one another. For example, older children help the younger ones as they play, making sure they have a turn at wearing the doctor's dressing-up outfit. They are learning to understand each other's needs and to share resources. Since the last inspection the strong leadership team has continually built on its provision, enabling all children to have good opportunities to develop their independence skills. For example, children pour their own drinks, choose whether to wear coats, and select their own resources to further their play and follow their own ideas. Staff are good role models to children. They are positive in their approach and support children to understand the consequences their actions have on themselves and their friends.

Outcomes for children are good

Children enjoy coming to nursery. They learn to make decisions in their play. Children enjoy singing songs and hearing rhymes. Older children are beginning to recognise letters and link them to the sound they represent as they begin to read familiar words. Children demonstrate very good motivation to learn and are well prepared for their next stage of education and move on to school.

Setting details

Unique reference number	141773
Local authority	Milton Keynes
Inspection number	1085760
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	2 - 4
Total number of places	35
Number of children on roll	39
Name of registered person	Sherie James-Edwards & Samantha Harper-King Partnership
Registered person unique reference number	RP908345
Date of previous inspection	15 January 2015
Telephone number	01908 528 222

The King Edwards Day Nursery registered in January 2000. It operates from two rooms in the annex to Southwood Junior School in the centre of Milton Keynes. The nursery operates five days a week, term time only, from 8am until 5pm. The nursery receives funding for the provision of free early education to children aged two, three and four years. The nursery employs eight members of staff. Of these, two staff hold appropriate early years qualifications at level 5 and five staff hold qualifications at level 3.

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