

Inspection date	17 December 2018
Previous inspection date	8 June 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of 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

- Babies and young children settle quickly into the nursery. They form close attachments to their key person and other staff, which helps them to feel safe and secure.
- Staff are positive role models. They teach children to be kind to each other and show respect. Children behave well and they learn to use good manners.
- Effective partnerships with parents and other professionals help staff to share information about children's progress and to promote continuity and quality in their learning.
- The manager and staff reflect on their practice well. They identify their strengths and areas to improve, and gain the views of children and parents. Staff are committed to maintaining the good standards in the nursery to promote positive outcomes for children.
- Although, the manager precisely tracks the progress of boys and girls, she has not extended this to include various groups of children to identify and address any differences in learning.
- Occasionally, the staff do not give enough consideration to how all children can be fully involved when taking part in planned activities together.

What the setting needs to do to improve further

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

- strengthen the monitoring of different groups of children, to help to identify any emerging gaps so they are closed promptly.
- improve the organisation of group times to further enhance children's attention and listening skills.

Inspection activities

- The inspector observed activities in the play hall.
- The inspector held discussions with children, parents and staff.
- The inspector undertook a joint observation with the manager.
- The inspector looked at observation files, monitoring systems, self-evaluation documentation and a selection of policies and children's records.

Inspector
Kim Mundy

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good knowledge of child protection and demonstrate a clear understanding of how to follow up concerns about a child's welfare. Staff complete daily safety and security checks on the premises, to help keep children safe. Effective recruitment and induction procedures help staff gain secure knowledge of their role and responsibilities. Staff update their knowledge and skills through reading childcare articles, staff meetings and attending training. Parents speak highly of the nursery. They comment on the staff sharing ideas for home learning and enjoy receiving photographs and information about their child's daily activities.

Quality of teaching, learning and assessment is good

The staff have a good understanding of how children learn and develop. They use effective teaching skills and plan worthwhile activities. Staff allow children plenty of time to follow their individual interests. For example, during a painting activity, children are engaged in mixing and predicting colour changes. Staff make effective use of questioning to encourage children to think and respond during conversations. Children make good progress in mathematics. They learn to count, name colours and shapes and explore measurement, such as when filling and emptying containers of sand. Staff encourage children's interest in letters and sounds, and several children write their name.

Personal development, behaviour and welfare are good

Children enjoy their time at the nursery. They receive lots of praise and recognition for their efforts and achievements, which successfully promotes their self-esteem and emotional well-being. Staff teach children the importance of living healthy. They enjoy nutritious snacks and take part in daily walks to observe the natural world around them. Children develop a strong awareness of how to keep themselves safe. An example of this is when staff teach children to put on their high visual jackets and hold hands on outings. Children develop good control over their bodies, for instance, they dance, climb, slide and balance on apparatus. They learn to care for living things, such as the nursery's reptiles.

Outcomes for children are good

Children make good progress from their individual starting points and they are inquisitive to learn new skills. Children develop good personal care and independence skills. For example, they learn to manage themselves in the bathroom, begin to dress and undress, pour drinks, peel fruit, help themselves to toys and tidy away. Children develop good speaking and listening skills and increase their vocabulary. They gain knowledge and skills they need to prepare them well for their future learning.

Setting details

Unique reference number	EY459127
Local authority	Milton Keynes
Inspection number	10085311
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	1 - 8
Total number of places	25
Number of children on roll	80
Name of registered person	Llewellyn, Karen Stacey
Registered person unique reference number	RP511323
Date of previous inspection	8 June 2017
Telephone number	01908376165

Karen's Independent Daycare Setting (K.I.D.S) registered in 2013. The nursery is open 7am to 6pm, Monday to Thursday, and 7am to 5.30pm Friday. The breakfast club operates from 7am to 8.15am, Monday to Friday. The afterschool club operates from 3pm to 6pm, Monday to Thursday, and 3pm to 5.30pm on Friday. The nursery and clubs are closed for two weeks at Christmas. It is in receipt of funding for the provision of free early education for children aged two-, three- and four-years-old. All of the staff working at the nursery hold relevant qualifications between level 2 and 5.

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