

Filgrave School and Filgrave Nursery

Filgrave School, Filgrave, NEWPORT PAGNELL, Buckinghamshire MK16
9ET



Inspection date	4 March 2019
Previous inspection date	11 October 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- The provider and manager work in partnership well to drive improvements in the nursery. For instance, they involve all staff in the creation, implementation and review of the nursery action plan. They discuss progress towards targets each day. This has helped them to raise the quality of provision since the last inspection.
- Staff know their key children well. They observe children closely and complete regular and precise assessments. This helps them to identify appropriate next steps for individual children and helps to close any gaps in their learning.
- Staff create a stimulating and inviting learning environment for children. They ensure there is a wide variety of indoor and outdoor age-appropriate learning opportunities. This helps to meet children's individual needs well.
- Staff develop positive partnerships with parents and talk to them each day about their children's achievements. They share photographs of children's learning and signpost parents to a variety of family support services within their local area.
- Staff provide strong opportunities for children to learn about healthy eating and their wider community. For instance, one day each week children prepare and cook their own lunch. During 'Chinese New Year', children cooked and ate a stir-fry noodle meal in a Chinese restaurant.
- Children make good progress from their starting points. They are well prepared for the next stages in their learning.
- The management team has implemented procedures to monitor and supervise the quality of teaching. However, these are not fully embedded to raise practice to the highest level.
- Systems for monitoring and comparing the progress of different groups of children are not fully developed.

What the setting needs to do to improve further

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

- improve and further embed the staff supervision process and help staff to raise the quality of their teaching to an even higher level
- develop the tracking of individual children's progress and provide a sharper focus on how well different groups of children achieve.

Inspection activities

- The inspector had a tour of the setting.
- The inspector observed the quality of teaching indoors and outdoors, and she and the manager jointly evaluated the effectiveness of the staff's interactions with children.
- The inspector held a meeting with the manager and discussed self-evaluation. She looked at relevant documentation, including children's assessments, planning, training records and evidence of the suitability of staff working in the nursery.
- The inspector spoke to the provider during the course of the inspection. She discussed the actions that had been taken since the last inspection to raise the quality of the provision.
- The inspector spoke to parents and children and considered their views.

Inspector

Lisa Dailey

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All staff, including those with lead responsibility for safeguarding, have attended appropriate training. All staff have a secure understanding of how to deal with concerns about children's welfare. They are able to identify the possible signs and symptoms which may indicate children are at risk of harm. This includes children being at risk of radicalisation and extremism. The provider maintains correct qualified staff ratios at all times. She employs an additional agency member of staff to maintain an appropriate number of qualified staff each day. This helps to ensure that children are appropriately supervised and supported. The provider supports the staff team effectively. For example, she organises regular advisory visits from an early years consultancy team. She has a planned programme of professional development for individual staff, including the manager. Overall, the manager monitors teaching well and staff have regular opportunities to observe each other and share good practice.

Quality of teaching, learning and assessment is good

Staff know children well and exchange information about their care and learning with parents. Staff regularly review children's progress as a team. They discuss what each child needs to work on and then plan activities to meet their individual next steps. After they attended training about supporting children's learning through play, staff reviewed the resources and organisation of their learning environment. This is helping children to become more absorbed in their learning. Staff provide exciting activities which engage children. For example, children explore their local park and hunt for leaves and sticks to use to make musical instruments. Children search enthusiastically and count the number of leaves they collect as they place them into pots. Staff support children to talk about the size, shape and colour of leaves that they find.

Personal development, behaviour and welfare are good

Children behave well. They use good manners and learn to take turns with their friends. Staff ensure that children have plenty of opportunities for fresh air and exercise to support their good health. For instance, each week children go for a walk in their local area and they enjoy a 'let's get moving' dance activity. Staff teach children good personal hygiene practices. For example, children learn to use the toilet and wash their hands. Staff follow children's home routines at times of day, such as sleep time. This supports children's needs well.

Outcomes for children are good

Children are confident and demonstrate positive attitudes to their play and learning. They are gaining the key skills in readiness for school. They develop their literacy skills, holding books and turning the pages as they read stories with their friends. Children recognise and match numbers together. They sing number songs and count aloud in sequence. Children develop good physical skills holding tools such as paintbrushes and making marks on paper.

Setting details

Unique reference number	EY410448
Local authority	Milton Keynes
Inspection number	10082318
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 3
Total number of places	28
Number of children on roll	4
Name of registered person	Gray, Karen Dawn
Registered person unique reference number	RP908755
Date of previous inspection	11 October 2018
Telephone number	01234711534

Filgrave School and Filgrave Nursery registered in 2010. The nursery operates from 8am until 3.30pm on Monday to Thursday during term time only. It directly employs two members of staff and employs one temporary member of staff through an agency. The manager and agency member of staff hold relevant childcare qualifications at level 3. One member of staff is unqualified.

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