

Acorn Day Nursery Shenley

Shenley Road, Milton Keynes MK5 6AB



Inspection date	30 April 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Children form positive attachments to their key person and other staff. They enjoy warm, affectionate relationships with staff and their smiley faces show that they feel safe, secure and happy at the nursery.
- Older children develop a strong sense of democracy and enjoy taking part in the 'Children's Forum'. They are keen to attend meetings with the manager to express their views and to talk about what they like and dislike in the nursery. One child said, 'This is a really lovely nursery'. Another child said, 'I like playing the bear game'.
- The parent volunteer programme encourages parents to share their skills and expertise with children to broaden their outlook. For example, children learn about the human body from a qualified doctor and make finger puppets to accompany actions to a popular song.
- Children make good progress in their learning. Staff effectively promote children's learning through play. Children become independent, highly motivated learners. The high levels of individual attention help to develop children's personal, social, communication and language skills very well.
- The staff have high expectations for children's behaviour. They manage behaviour effectively to help children develop an understanding of what is expected from them. Children are kind to their friends and are learning to take turns.
- Staff establish extremely positive relationships with parents and other settings that children attend. They exchange information daily, working effectively with them to support individual children's care, medical and learning needs.
- The manager wants all staff to teach to the same high level as her senior staff. Action to tackle some differences in the quality of staff practice is ongoing, meaning that some children have a more variable quality of learning experience.

What the setting needs to do to improve further

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

- strengthen the arrangements for monitoring and enhancing the quality of staff practice so that teaching is consistently delivered at the highest possible level.

Inspection activities

- The inspector had a tour of the premises and observed activities taking place indoors and outdoors.
- The inspector completed an observation of an activity with the manager and evaluated this with her.
- The inspector sampled documentation, including evidence of staff suitability, policies and procedures and qualification certificates.
- The inspector talked to parents, staff and children at appropriate points in the inspection and spoke to a parent on the telephone.

Inspector

Susan Marriott

Inspection findings

Effectiveness of leadership and management is good

The nursery manager is very experienced and has high expectations of her well-qualified staff team. Safeguarding is effective. Children's safety is of paramount importance. The manager and her staff know what to do if they are worried about a child. Contact details are included in the reminders of the safeguarding processes that are posted around the nursery. Management uses accurate self-evaluation, including the views of parents, staff and children, to identify and address weaknesses in the provision and ensure all statutory requirements are met. Regular supervision meetings and staff meetings identify areas for further improvement. Each room team keeps a reflection book to show how they are developing an enabling environment in which children can learn effectively. This helps the staff to provide a bright, welcoming and stimulating environment where children can help themselves to a balanced range of easily accessible resources.

Quality of teaching, learning and assessment is good

Staff tailor the children's learning to meet their needs and interests, using the information gained from regular and precise assessments of children's learning recorded online. Each child's key person carefully tracks their progress in learning so that no child gets left behind. Most staff interact very well with children to help them to make links in their learning. For example, one member of staff offers to read 'The Gruffalo' as children announce they are making 'Gruffalo crumble' with flour and water. Another staff member encourages young children to count balls as children roll them down a guttering pipe into a crate. Older children revel in their forest school sessions. They learn not to pick or damage the bluebells, count the spots on ladybirds and help to find a suitable home for a spider to spin its web.

Personal development, behaviour and welfare are good

Children enjoy daily access to fresh air in the vast outdoor areas, where they can enjoy messy play and take part in vigorous play and exercise. The key-person system works effectively to engage parents in their children's care and learning. Parents place high value on the support staff offer for their children's medical needs. They contribute to initial assessments of children's starting points on entry and they learn about their children's progress through daily discussion, the online assessment program and parents' evenings. Parents are encouraged to support and share information about their children's learning and development at home. Children learn about people and communities beyond their immediate experience through visits to places, such as the museum and the local retirement complex.

Outcomes for children are good

All children progress well from their starting points. They benefit from the professionalism of the caring and attentive staff. Children develop into interested and motivated learners. They develop a positive approach to eating healthy foods and they learn about important safety issues, such as asking permission to enter the fire circle during forest school. Children develop a wide range of skills that prepare them well for their future lives and for school.

Setting details

Unique reference number	EY542266
Local authority	Milton Keynes
Inspection number	10090161
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 5
Total number of places	46
Number of children on roll	78
Name of registered person	Acorn Early Years Foundation
Registered person unique reference number	RP901362
Date of previous inspection	Not applicable
Telephone number	01908 507282

Acorn Day Nursery Shenley is one of 11 nurseries operated by Acorn Early Years Foundation. It re-registered in 2016 due to changes in the company name and number. The nursery is open all year round on weekdays from 7.30am until 6.15pm. There are 15 members of childcare staff who work on various shift patterns throughout the day. Of these, two hold appropriate early years qualifications at level 2, nine at level 3 and two at level 6. The nursery receives funding for the provision of free early education for children aged two, three and four years.

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