

Inspection of Ashbourne Day Nurseries At Central Milton Keynes

Oldbrook House, 19 Boycott Avenue, Oldbrook, Milton Keynes, Buckinghamshire
MK6 2PN

Inspection date: 10 September 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and enjoy their time at this socially and culturally diverse nursery. They behave reasonably well and build positive relationships with staff and each other. Staff are caring and friendly. They sensitively support children to separate from their parents and use what they find out about children to help them to settle in. However, some weaknesses in senior leadership and staffing have a negative impact on the quality of the provision.

Children help themselves to the limited range of resources on offer, but the variability of staff interaction and engagement does not ensure that all children remain purposefully involved in play and learning. Staff set out their intention for learning but do not effectively plan appropriate activities to support this. Consequently, some children's attention deteriorates, or they wander about looking for something else to do.

The senior management team does not monitor the curriculum content and its implementation closely enough. The manager is leaving and does not monitor staff practice effectively. Nevertheless, the newly appointed manager is extremely experienced and demonstrates the capacity to improve teaching rapidly. She is keen to model positive teaching and build a strong staff team. She has high expectations of what individual children can achieve and is committed to raising standards quickly.

What does the early years setting do well and what does it need to do better?

- The quality of staff interaction with children over two years of age is variable. It is not consistently good enough to help children to make appropriate progress in their learning. Some staff do not model correct use of language or extend children's vocabulary in an effective way.
- Some staff do not fully understand their key-person responsibilities. They busy themselves with domestic tasks in preference to attending to children's needs. A member of staff comforts a child who is struggling to leave their parent, but then later leaves the unsettled child alone while she goes to wipe up a milk spillage.
- Staff created a nursery beach in the outdoor area to provide a unique experience for children who are not having a holiday this year. A background mural of sea, sand and palm trees added to the authentic scene, completed with sun chairs, sand moulds, buckets and spades. Despite acknowledging that children are still interested in this activity, staff have not capitalised on its success. They have abandoned the remaining sand and resources in the corner of the garden.
- Newly appointed staff ensure that younger children competently feed

themselves and are developing good social skills at mealtimes. However, children over two years old find it hard to eat jacket potatoes with a fork and staff do not provide extra cutlery. Therefore, older children do not learn the personal skills associated with good table manners and being ready for the next stage of their learning.

- Senior management is not sufficiently aware of the pressures on staff. For example, due to a shortfall in resources, such as the lack of a mop and bucket, staff undertake duties such as cleaning the floor of the children's toilets with paper towels. This has a negative impact on workload and takes staff away from their responsibilities to children.
- Staff know what they want children to learn, based on what they know children can already do. They describe how they intend to refresh older children's existing knowledge of handwashing routines. However, the planned focus becomes muddled as staff talk about staying clean, the effect exercise has on the body and how to wash, dry and care for dolls. Some children do not benefit from this teaching as staff did not think to provide simple visual aids, such as soap and towels.
- Children enjoy playing in the outdoor area. Older children successfully negotiate the home-made obstacle course made from low-level planks and stepping stones. They test their skills of coordination as they ride the wheeled toys and throw and catch balls with staff. Younger children fill and empty containers with bark chippings. They learn to care for living things and plant peppers, tomatoes and other vegetables.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a secure understanding of how to safeguard and protect children. Overall, they have a good knowledge of all aspects of safeguarding matters. This knowledge is updated on a regular basis through training and staff meetings. The training manager checks staff knowledge by asking questions and presenting them with scenarios to test out what they would do. Robust recruitment procedures help to ensure that staff are suitable. Staff complete regular risk assessments on the environment to identify and act on any hazards.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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improve the levels of staff interaction to a consistently good quality to provide effective support for children's speaking and listening skills	01/10/2019
ensure that each key person provides effective support to offer a settled relationship for the child and enable them to become familiar with the nursery.	01/10/2019

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

- provide age-appropriate tools and support for older children at mealtimes so that they develop good social skills and independence in feeding themselves
- take account of the pressures on staff to enable them to fulfil their responsibilities to children
- present learning clearly to children and help staff to consistently plan and sequence activities in a coherent way so that children benefit from meaningful learning across the curriculum.

Setting details

Unique reference number	2518457
Local authority	Milton Keynes
Inspection number	10120229
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	0 to 4
Total number of places	80
Number of children on roll	63
Name of registered person	Ashbourne Day Nurseries Limited
Registered person unique reference number	RP901058
Telephone number	07968486908
Date of previous inspection	Not applicable

Information about this early years setting

Ashbourne Day Nurseries at Central Milton Keynes registered in 2019. The nursery employs 19 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Susan Marriott

Inspection activities

- The inspector and the manager completed a learning walk in the nursery to gain an understanding of how this early years provision and the curriculum is organised.
- A joint observation was carried out by the inspector and the manager.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- Observations were shared with members of the senior management team throughout the inspection. The inspector held discussions about the management of the nursery with the provider.
- Some documents were looked at. This included evidence about staff suitability and training.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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