

Report for childcare on domestic premises

Inspection date: 11 November 2021

Overall effectiveness **Outstanding**

The quality of education **Outstanding**

Behaviour and attitudes **Outstanding**

Personal development **Outstanding**

Leadership and management **Outstanding**

Overall effectiveness at previous inspection Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children follow an exciting and ambitious curriculum of activities that support them in making excellent progress. Small-group activities support children's communication and language skills extremely well. Staff expertly lead activities, singing songs and repeating sounds and letters. Children sing that they 'ch ch chop carrots' and 'sh sh shake' the mixture as they expand their vocabulary. Children become absorbed in the activity and sing loudly as they mix the ingredients together. Children with special educational needs and/or disabilities or who need extra support make particularly strong progress. This is because of the extensive, well-targeted support that staff provide. All staff, including those who work less frequently within the room, understand how to support children. As a result, children's individual needs are always met, and they positively flourish during their time at the nursery. Lively story times excite children and ignite their interest in books and stories. Children know characters and talk with authority about the stories they enjoy listening to.

Children's behaviour is excellent. Staff are clear about expectations for children to be kind and to share. Children show these good social skills in abundance. In the garden, they take turns on equipment and offer to share resources. When playing with dough, children share it out, taking pieces off their supply to give to their friends.

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

- The manager has clear intentions for the curriculum with a specific focus on supporting children's communication and language skills. Although the curriculum has been newly introduced, staff are clear of what children need to learn. Children are highly articulate and engage in sustained, detailed conversations with staff.
- Staff use demonstration in their teaching. They show children how to adjust their grip when using tools. This simple support helps children to immediately master the use of knives and they successfully use them to cut slices of vegetables. Children are extremely proud of this achievement. This shows staff's ability to intervene when needed and the instant result of their timely support.
- During activities, staff provide suspense and anticipation. They ask children questions and children enthusiastically share their ideas, squirming on the spot as they eagerly wait to find out if they are correct. Children are unafraid to try, offer their ideas and get things wrong. This is all part of their brilliant learning. Staff show that they do not always have all the answers. This promotes children's confidence and exceptionally high levels of self-esteem.
- All children, including very young babies, arrive at the nursery happily and separate from their parents confidently. Parents say that children are so eager

to go to nursery that they barely look back as they run through the door.

- Children learn about themselves and their families. They look through photograph books and recognise the similarities and differences between themselves and others. It helps children to learn about each other and to gain an understanding of different people and types of families.
- Staff receive excellent supervision from the manager. Staff explain how they benefit from extensive support while they are undertaking training which helps them to gain a depth of understanding about their role. The staff team is small and staff are committed to their work. They describe their passion for providing the very best care for children and are ambitious for what the children can achieve.
- The provider has a great depth of understanding about how children learn. She continually motivates the manager to provide the very best experiences for children. For example, there has been the recent addition of a fairy garden, where children can explore the wooded area.
- Children receive exceptional care at the nursery. Staff know children extremely well and form close relationships with them and their families. Children follow routines that best meet their needs. For example, children sleep and rest whenever they need to. Children eat healthy and nutritious meals, and learn extensively about how to keep themselves well, such as looking after their teeth.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff demonstrate an extensive knowledge of how to keep children safe in their care. Staff have regular safeguarding training to refresh and update their awareness of local and national child protection issues. This means that staff are alert to the signs and symptoms that indicate a child might be at risk of harm. All staff know how to take effective action to refer any concerns about children's welfare to local safeguarding children partnerships. Staff conduct regular and effective risk assessments to help to keep children safe in the nursery.

Setting details

Unique reference number	2505956
Local authority	Milton Keynes
Inspection number	10213677
Type of provision	Childcare on domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	24
Number of children on roll	34
Registered person unique reference number	2505955
Date of previous inspection	Not applicable

Information about this early years setting

Nursery On The Green re-registered in 2019. It is located in the provider's home in Bletchley, Milton Keynes. The nursery is open Monday to Friday, from 8am until 6pm. The provider employs seven staff. All staff hold relevant qualifications from level 2 and above, including the manager who has a foundation degree. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Marshall-Gowen

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- A joint observation was completed and discussed with the manager.
- During the inspection, the inspector held a meeting with the manager and the provider. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children at suitable times throughout the inspection.
- Parents were invited to share their views with the inspector. Many parents discussed their views during the inspection and the inspector took account of all feedback received.

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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