

Inspection of Crosslands Nursery

45 Crosslands, Stantonbury, Milton Keynes, Buckinghamshire MK14 6AY

Inspection date: 10 November 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children choose from a range of challenging and interesting activities, both indoors and outdoors. For example, young children learn to play imaginatively with others. They hold up toys, such as fairies and witches, and staff skilfully provide a narrative to support their play. Children behave well. They develop positive attitudes to their learning. For instance, older children follow instructions intently. They develop their small-hand muscles and use their senses when making dough. Staff develop children's vocabulary effectively. They introduce children to new words, such as 'squeeze' and 'squash' as they mix their ingredients.

Children benefit from consistently high expectations from staff. For example, staff encourage them to keep trying when learning to manage their personal needs. They give precise instructions and children persevere, such as when learning how to zip up their coats. Children demonstrate good independence skills in relation to their age. Children show that they feel safe and secure in nursery. They arrive happily and they are eager to explore the environment. They develop strong bonds with their key person. Staff know their key children well and they are attentive to their care needs.

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

- Staff have a good understanding of how to support children's language development. For example, they consistently use simple language with young children. At routine times, staff give instructions, such as 'hat on'. They accompany this with gestures. This helps young children to understand what staff expect and it develops children's growing vocabulary well.
- Managers develop good practice to ensure that staff support children with special educational needs and/or disabilities (SEND) effectively. For example, the manager promptly seeks advice and support from professionals. She provides guidance to staff, such as inclusion plans. These help to ensure that staff interactions are consistent and supportive. Children with SEND make good progress from their starting points.
- Staff demonstrate a good understanding of the impact of the COVID-19 pandemic. For instance, they recognise that children need further support with their personal and social development. Staff help children to learn to take turns and express their feelings. Children enjoy playing group games. They begin to talk about emotions, such as 'angry' and 'proud', and they learn to identify these during their everyday experiences.
- Overall, children make good progress in their learning. However, on occasion, staff do not identify incidental opportunities where they can extend children's knowledge and skills further.
- Parents report that they are very happy with their children's care. Staff provide

guidance to help them support their children's self-care. For example, they share information with parents about signs to look for, which may indicate that their child is ready to learn to use the toilet. Staff then work in partnership with parents to establish a joint approach to toilet training.

- The manager has a secure understanding of the unique experiences of the children who attend. She uses local authority funding well to help to close gaps in children's learning. For example, some children have had less opportunity to develop their physical skills, due to restricted access to outdoor space during COVID-19. Other children have had little opportunity to explore their community. The manager uses funding to purchase equipment to promote children's physical development, such as bicycles. Staff take children on regular outings in the local area. This is helping to develop their confidence.
- On the whole, children enjoy the opportunities that they have to learn and explore. However, on occasion, the organisation of group activity times, mean that children do not all have equal opportunities to access activities, such as sensory and creative play. This is not fully effective in helping them to work towards the next steps in their learning.
- Staff report that they feel well supported in their roles. The manager ensures that they have access to high quality professional development. For example, newly-appointed staff benefit from structured coaching and mentoring. Staff also have regular opportunities to observe each other and provide feedback to help improve their practice further.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that all staff keep their safeguarding knowledge up to date by completing regular training. Staff are able to describe signs and symptoms of abuse and they are familiar with local safeguarding partnership procedures. Staff are alert to and minimise risks well during the day, such as in relation to children's access to toys and equipment that are suitable for their age. Staff keep children safe on outings. They demonstrate this by maintaining high ratios of adults to children, taking first-aid kits with them and ensuring children wear high-visibility jackets.

What does the setting need to do to improve?

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

- review the organisation of group activities to ensure equal access to these learning opportunities for all children
- strengthen staff understanding of how to use incidental opportunities more effectively to help children develop the knowledge and skills they need for their future learning.

Setting details

Unique reference number	2501591
Local authority	Milton Keynes
Inspection number	10209760
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 3
Total number of places	24
Number of children on roll	17
Name of registered person	Samantha Mead And Anne Mead Partnership
Registered person unique reference number	2501590
Telephone number	01908 317869
Date of previous inspection	Not applicable

Information about this early years setting

Crosslands Nursery re-registered in 2019 and is situated in Stantonbury, Milton Keynes. The nursery offers care from 8am to 6pm, Monday to Friday, all year round. The nursery employs five members of staff. Of these, four hold qualifications at level 3. The nursery accepts funding for the provision of free education for children aged two, three and four years.

Information about this inspection

Inspector

Lisa Dailey

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to them about their curriculum and what they want their children to learn.
- Children spoke to the inspector about what they enjoy doing while they are at nursery.
- The inspector spoke with the registered individual and the manager about the leadership and management of the setting.
- The inspector spoke to staff and parents at appropriate points during the inspection.

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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