

Inspection of Adorable Nurseries

Milton Keynes Primary Care Trust, 15 17, London Road, Milton Keynes MK11 1JA

Inspection date: 5 April 2023

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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| Overall effectiveness at previous inspection | Good |
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What is it like to attend this early years setting?

The provision is good

Children are confident to explore the play areas available to them. They develop close bonds with staff, particularly their key person. They openly share their views and opinions when they play, inviting others to join them. For example, older children invite younger, newly settled children to come and play with them, encouraging them to leave the security of familiar staff. Staff give babies, who are settling, plenty of cuddles to help make those initial attachments. This helps to develop reassurance, confidence and a sense of belonging.

Children are curious and inquisitive. They are eager to ask questions and want to know who visitors are and what they are doing. They enthusiastically share new experiences with their friends, showing them their new discoveries. For example, children show each other their rose petal potions in the garden.

Children show care and compassion towards others. When younger children fall over, older children are quick to help them up. Older children are confident to tell staff about inappropriate behaviour. They know right from wrong and can describe how other children's actions make them feel.

Children thoroughly enjoy their time playing in the well-resourced outdoor play area. Children explore and experiment, discovering how their play changes outside. Staff are well deployed and effectively support children's learning through discussions, modelling learning and encouraging children to discover for themselves.

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

- Babies explore when they decide where to play and what to play with. They confidently transport their toys to different areas of the room to extend their learning experiences. Toddlers develop self-help skills by pouring water from small jugs into their cups at lunchtime. Pre-school children develop skills to support their readiness for school. For example, they prepare snacks and put on their own coats for outdoor play.
- Children learn to express themselves confidently. Staff encourage the use of gestures, expressions, verbal responses and Makaton to support children's communication skills. Younger children use pictorial aids to express their choice in activities. They select pictures associated with favourite songs to communicate which ones they want to sing. Older children confidently use expressive language to describe their play. Staff introduce new words to extend children's vocabulary during sensory play. Children use these words, such as 'juicy', 'grapefruit', 'squeeze', 'petals', 'spearmint', 'flavour' and 'fragrant' to describe their discoveries.

- Children are eager to learn. They show a great interest in new situations. For example, in the construction area outside, children ask others "how did you get it that tall?", when they watch others build a tower. Staff use effective questioning to extend children's thinking and problem-solving skills. They positively engage and interact with children to invite them into purposeful play. For example, children find hidden objects in the sand. Staff use effective language to help younger children to understand and use positioning words, such as under, above, over and through.
- Children learn to develop good muscle skills. They climb and balance, swing from ropes above them and lift and place objects carefully so that they don't fall over. Younger children crawl through tunnels and use low-level storage and play equipment to pull themselves up. This helps them to learn to walk and cruise around their play environment.
- The management team supports staff well. They frequently spend time in each room. Staff access ongoing training and management evaluates staff performance. However, staff do not always have confidence in their abilities and do not always use their initiative to make changes that benefit children's ongoing development.
- Staff support children's transitions to the next room well. They share key information about children's care and development. Children have plenty of opportunities to play together. Siblings share time in the garden and in toddler room at the start and end of the day. However, staff do not develop relationships with all schools that children are transitioning to at the same level as the local school. Therefore, children do not have consistent support to develop the confidence to move to their next place of learning.
- Parents are fully aware of their children's next steps in their development. Staff use effective forms of communication to share children's achievements with them throughout the day.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a robust knowledge of the procedures to follow if they have a concern about a child in their care. They refer to the displayed up-to-date information and complete regular training. Management use scenarios and case studies to test staff's knowledge. Staff, including those working on a temporary basis, have a clear understanding of the signs and symptoms of child abuse. Children play in a safe and secure environment. Staff complete regular risk assessments, changing the environment to meet individual children's physical needs and understanding of safety. Staff take particular care to assess hazards and closely supervise children when they are taken on outings into the local community.

What does the setting need to do to improve?

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

- develop staff confidence in their teaching skills to extend children's skills to help them reach their full learning potential
- extend the partnerships with children's next place for learning to fully support all children's transition to school.

Setting details

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| Unique reference number | EY492578 |
| Local authority | Milton Keynes |
| Inspection number | 10280450 |
| 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 at time of inspection | 0 to 4 |
| Total number of places | 42 |
| Number of children on roll | 66 |
| Name of registered person | Adorable Nurseries Limited |
| Registered person unique reference number | RP902217 |
| Telephone number | 01908571234 |
| Date of previous inspection | 28 September 2017 |

Information about this early years setting

Adorable Nurseries registered in 2015. It is in Stoney Stratford, Buckinghamshire. The nursery opens from 7.30am until 5.30pm, five days a week, for 51 weeks of the year. The provider employs 19 members of staff. The manager holds early years teacher status and the deputy manager is qualified to level 6. In addition, 13 members of staff hold qualification at level 2 and above. The provider is in receipt of funding to provide free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Claire Parnell

Inspection activities

- This was the first routine inspection the nursery 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 setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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