

Inspection of King Edwards Day Nursery

Southwood Community Annex, Conniburrow Boulevard, Conniburrow, Milton
Keynes, Buckinghamshire MK14 7AF

Inspection date: 6 June 2023

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 thrive in the nurturing, inclusive and very welcoming environment. Staff want the very best for the children in their care. They know that children need to feel safe and secure in order to get the most out of their time at nursery. Children know what to expect from a day at nursery. They know which resources will be where, and that familiar staff will look after them and help them learn new things. This good practice from staff helps ensure a calm and purposeful environment. This, in turn, gives children a very positive first experience of learning away from home. Children develop well into curious and resilient learners. They happily try out their own ideas and take part in new learning experiences.

The managers and staff plan a curriculum that meets the needs of the children very well. Children benefit from a strong focus on their social, language and physical development. Staff encourage children throughout the day to try and do things for themselves, to use new words and to develop the muscle control they need to enjoy physical exercise and for later writing. They have lots of opportunities to listen to stories. They develop the skills and love of learning they need to approach the start of school with confidence and excitement.

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

- Staff regularly adapt what they teach to best meet children's needs. They have carefully evaluated the impact of the COVID-19 lockdowns on some children's experiences. For example, many children had few opportunities to play with other children. Staff ensure that children get the learning experiences they need to make up for this. They teach children how to take turns and use toys purposefully. Children then use these skills to explore and learn alongside other children.
- Managers are fully committed to ensuring that all children are fully included in nursery life. Staff ensure that children with special educational needs and/or disabilities receive the support, patience and encouragement they need to progress well and get the most from all that is on offer at nursery.
- Staff are extremely skilled at helping all children, including children who speak English as an additional language, develop their speaking and listening skills. Staff create an environment in which younger children delight in hearing and trying out new words. Older children have plenty of opportunities to take part in two-way conversations with staff.
- Overall, staff plan learning experiences that are worthwhile and very enjoyable for children. Occasionally, staff over-complicate activities, given the ages and abilities of the children taking part, and teaching and learning is less effective. However, this does not detract from the overall good quality teaching from which children benefit.

- Staff want children to see mealtimes as social occasions where they can learn about table manners and the pleasure of eating alongside others. However, staff do not best support younger children to understand when it is time to stop their play and join their friends at the table. As a result, some children struggle with this transition and are not getting the most they can from this experience.
- Staff calmly and kindly help children learn about acceptable behaviour. They remind children to listen to what others say and not to shout out answers to questions. Staff thank children for being helpful and teach them to play cooperatively. Children behave well for their age.
- Staff feel very lucky to look after children who speak lots of different languages and come from such a wide range of cultural backgrounds. Staff know this adds to all children's understanding of the similarities and differences between themselves and others. Staff ensure that children see pictures and resources that reflect their home lives and local community. Children develop a positive view of themselves as unique and important individuals.
- Parent partnerships are a real strength of the setting. Managers and staff build professional and valuable relationships with parents and use these very effectively to help parents further support children's learning at home. The managers build equally as effective partnerships with other professionals involved in children's care.
- The managers value their staff and staff value the managers. The close-knit team works together extremely well to deliver high-quality care and education for all children.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff fully understand their role in keeping children safe. Staff undergo regular and effective training to ensure that they can identify and respond to any signs that children may be at risk of harm. Staff know how to share any concerns, to keep children safe. Managers have suitable procedures in place to ensure that any staff they employ to work with children are suitable to do so. Staff supervise children closely at all times and ensure that the premises are safe, secure and suitable for the care of young children.

What does the setting need to do to improve?

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

- refine planning for some adult-led learning experiences to ensure that the learning intent and delivery is best matched to the age and stage of development of the children taking part
- help younger children understand and cooperate with some routines so they can get the most out of these experiences.

Setting details

Unique reference number	141773
Local authority	Milton Keynes
Inspection number	10289175
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	2 to 4
Total number of places	35
Number of children on roll	34
Name of registered person	Sherie James-Edwards & Samantha Harper-King Partnership
Registered person unique reference number	RP908345
Telephone number	01908 528 222
Date of previous inspection	15 November 2017

Information about this early years setting

The King Edwards Day Nursery registered in January 2000. It operates from an annex to Southwood Junior School in Milton Keynes. The nursery operates Monday to Friday, term time only, from 8.30am to 2.30pm. The nursery receives funding for the provision of free early education to children aged two, three and four years. The provider employs six members of staff. Of these, two staff hold appropriate early years qualifications at level 5 and four staff hold qualifications at level 3.

Information about this inspection

Inspector
Sarah Holley

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 her evaluation of the provider.
- The inspector and one manager completed a learning walk together and discussed the early years curriculum.
- One manager and the inspector carried out a joint observation.
- Parents shared their views and the inspector took these into account.
- The inspector spoke with both managers to find out about the leadership and management of the setting.
- The inspector looked at a sample of key documentation.

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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