

# Inspection of Headstart Day Nursery and Preschool

Willen Road, Milton Keynes Village, Milton Keynes MK10 9AF

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Inspection date: 7 July 2023

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

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are eager to enter nursery each day and wave goodbye to their parents, which shows that they feel safe and secure. Staff are kind and attentive. They recognise when children observe others playing and demonstrate how they can join in. Younger children develop positive bonds with their key person. They hold their arms up to receive comforting cuddles and then have big smiles as they go off to play.

Children show good levels of concentration and use their imagination as they bring their own ideas to life. They show control and coordination while balancing wooden blocks one on top of another as they make model houses for figures and animals. Staff help them to apply their mathematical skills, encouraging them to compare their height to the models and adding extra pieces to make them taller.

Staff have high expectations for children to be independent learners and they promote this through the curriculum. For instance, they encourage children to complete tasks themselves, such as pouring their own drinks, washing their hands and making choices about their own play. This promotes children's confidence and self-esteem in preparation for their next stages in learning.

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

- Staff support children well to develop their small- and large-muscle skills. For example, they teach children the skills they need to learn to operate scissors. Younger children show good dexterity as they use their fingertips to peel off stickers and place them on paper as part of their creations. Older children enjoy opportunities to play outdoors. They negotiate uneven surfaces and demonstrate balance and control as they kick balls to and from each other.
- Staff support children with additional needs well. For example, they seek advice and support for children to help their speech and language development. They implement this consistently, which helps children to make small steps of progress.
- Children behave well and staff provide swift support to help them manage situations that they find tricky. For example, when children take toys that others are playing with, staff explain what has happened and help children consider possible solutions. Children listen and respond well, showing kindness and respect as they fetch additional toys to ensure that there are enough for everyone.
- Parents are very complimentary about their children's experiences. They comment that, 'They could not have asked for a nicer nursery.' Staff help parents to support their children's learning at home. For example, they provide exciting projects for families to complete together, such as planting and growing

sunflowers.

- Staff help children to learn how to look after the world around them. For instance, some children form part of the 'Eco Committee'. They learn about why it is important for their environment to be free from litter and about the importance of looking after nature. Children enjoy projects such as making bird feeders and bug hotels to encourage wildlife into their area. This helps give them essential skills and knowledge for the future.
- Staff help children to prepare for transition times well. For instance, they are flexible in the nursery and tailor settling-in procedures to the next room to each child's needs. Staff also liaise with staff at schools that children transfer to. They share information and welcome school staff into nursery to see children in their environment and have discussions with their key person.
- Managers support staff's professional development well. They provide online training and also opportunities for staff to explore their own interests. For example, staff have access to a lending library from which they can borrow educational books. Staff report that they feel well supported and have high levels of well-being.
- Staff plan specific activities to link to children's interests and to encourage them to take risks in their play. For instance, they want children to engage in messy play activities and experience the feeling and texture in their hands. However, staff do not implement this intent consistently well. For example, they frequently offer to wipe children's hands from the outset, which means that they do not benefit fully from the planned activity.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers complete appropriate risk assessments each day to ensure that the spaces used are suitable for children. They have emergency procedures in place, such as for a fire evacuation, and children practise these so that they know how to leave the building safely. Managers provide comprehensive training to ensure that staff's safeguarding knowledge is secure. Staff know how to respond to concerns about children or staff practice in line with the local safeguarding partnership procedures. They are aware of local safeguarding issues and can talk about signs and symptoms of abuse. Managers follow robust procedures to check the ongoing suitability of staff.

## **What does the setting need to do to improve?**

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

- help staff to understand the importance of communicating their intentions for learning and deciding how and what they will use to implement these to reach the intended outcome.

## Setting details

<b>Unique reference number</b>	2637893
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	10295709
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	39
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	The Childcare Corporation Limited
<b>Registered person unique reference number</b>	RP902737
<b>Telephone number</b>	01908 662422
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Headstart Day Nursery and Preschool registered in June 2021. It is located in Milton Keynes Village in Milton Keynes, Buckinghamshire. The nursery opens for 42 weeks of the year and is open Monday to Friday, from 8.30am to 2.45pm. The nursery employs nine members of staff. Of these, seven hold qualifications between levels 3 and 6. The nursery accepts funding for the free provision of 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 the inspector about their curriculum and what they want 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 parents and considered their views.
- The area manager, deputy manager and manager discussed leadership and management practice with the inspector.

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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