

Crosslands Day Nursery

Inspection report for early years provision

Unique reference number 141747
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Inspector Ann Hilary Guy

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Crosslands Day Nursery is privately owned. It registered in 1997 and operates from a detached property in Stantonbury, Milton Keynes. Children have access to an enclosed outdoor play area. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 21 children may attend at any one time. There are currently 27 children aged from birth to under five years on roll, some in part-time places. The nursery currently supports a number of children with learning difficulties and/or disabilities.

There are six members of staff, five of whom hold appropriate early years qualifications. One member of staff is working towards a level 2 qualification. The setting provides funded early education for three- and four-year-olds.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. This friendly, welcoming nursery recognises and responds to the uniqueness of each child, supporting every child through their learning, development and welfare so that none are at a disadvantage. Children make good progress towards the six areas of learning. Excellent partnerships with parents are promoted, although links with other professionals, especially schools, still need some further development. The nursery is constantly looking at ways to improve practice to ensure a fully inclusive environment and enable each child to develop as an individual at their own rate.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further develop the partnership with schools which the children will be attending, sharing information to enable all to fully meet the needs of the individual child
- ensure the daily management of adult-led and child-led sessions is appropriate to the age of the children, for example, the youngest children are not expected to sit still for too long at any one time
- carry out regular fire evacuation drills to ensure all children and staff experience at least one fire evacuation drill a year

The leadership and management of the early years provision

All required records, policies and procedures are in place and underpin the care and education offered to each child. The staff are very well qualified and experienced, making efficient use of resources to enable a good standard of care and education to be maintained. Staff regularly attend additional training courses

to extend their knowledge and understanding, and improve the care and education offered.

Regular risk assessments, including daily checks of the whole nursery, together with a rigorous system for achieving cleanliness and promoting good health and well-being, ensure the children's safety and welfare at all times. The nursery strives to improve practice by regularly reviewing systems and amending and updating them as required. Strategies have been developed to meet all the recommendations made at the last inspection, and the nursery is skilled at looking at the individual needs of the children, especially those with physical and learning difficulties, including them in all activities and helping them to achieve to their full potential. These improvements have had a positive impact on the overall quality of the provision and the outcomes for every child.

Parents and carers are kept fully informed and involved in the life of the nursery with excellent systems in place to share information. Systems are also in place to liaise and share information with other professionals involved in the care of the child, although this is currently just written contact with the schools to which children will be going.

The safety of the children is paramount and robust systems for safeguarding the children are in place and fully understood by all the staff. Regular fire drills are held and documented, although the times of the practice evacuations do not ensure all children experience these. The environment is welcoming and safe, and enables children to be taught how to be safety conscious without being fearful.

The quality and standards of the early years provision

Children are all very happy and settled in this nursery and make good progress from their various starting points. The daily planning enables children to experience a wide range of activities across all areas of learning and there is mostly a good balance between adult-led and child-led activities. However, at times, the daily time management of these sessions is not appropriate to the age of the children, for example, the youngest children are sometimes expected to sit still for too long at any one time.

All children have the opportunity to play outside every day, with the fully enclosed garden offering a wide range of opportunities to enable children to explore many areas of learning. The activities include gardening, water and sand play, climbing, trikes and a wide range of balls, quoits and stilts. Planning is closely linked to the individual learning needs of the children in the group, enabling staff to help all children develop at their own rate. The individual groups within the nursery are small in size, enabling all staff to know every child, although each has a specific key person.

The staff take many pictures of the children during the day and these are used to support their written observations. The manager has observed a weakness in the recording of observations and has a new system in place that will alleviate this. Observations have previously focused purely on one area of learning and paid little

attention to any other areas that the child has also achieved. The new system encourages the staff to think about the child's learning in all six areas when writing up an observation. The observations clearly show the next steps of learning for the child and these can be followed through to the medium and short term plans, enabling planning to be specifically focused for each child in the group.

A sound system of identifying and providing for the individual needs of children with additional learning needs or disabilities is in place. The nursery works very closely with the parent and any other agencies involved to ensure consistency and continuity of care for the child. All parents are extremely valued and kept fully informed through daily conversations with staff, daily or monthly diaries, regular newsletters and parent's evenings, together with opportunities to 'stay and play' at the nursery giving them an even better insight into their child's day. This close liaison has an extremely positive effect on the learning and welfare of all the children in attendance at the nursery.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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