

# Wolverton Day Nursery

Wyvern County First School, Aylesbury Street, Wolverton, MILTON KEYNES, MK12 5HU

<b>Inspection date</b>	10/06/2014
Previous inspection date	11/07/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- Children experience learning that is securely based on the seven areas of learning; this helps them to make suitable progress in their learning and development.
- Staff use outdoor play effectively to promote children's learning across all areas. Children use these opportunities to set personal challenges and to consolidate their understanding of safety.
- Children are learning the importance of healthy lifestyles through the daily practices that are a core part of their experiences.
- The nursery is safe and welcoming and children are settled and contented.

### It is not yet good because

- The quality of teaching and learning is variable in the nursery. As a result, the older children do not benefit from the same good quality personal interactions with staff as the younger ones.
- Staff who work with the older children do not always use observations effectively. Consequently, they miss some opportunities to support some children to developed good self-confidence.
- The nursery's self-evaluation process does not capture all areas for improvement to foster a culture of continuous improvement in all aspect of the nursery's performance.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children's activities in all areas of the nursery including outdoors.
- The inspector reviewed qualifications, recruitment and suitability with the manager.
- The inspector carried out a joint observation with the nursery manager.
- The inspector spoke to children and parents.
- The inspector reviewed documentation and discussed self-evaluation plans with the nursery manager.

## Inspector

Cordalee Harrison

## Full report

### Information about the setting

Wolverton Day Nursery registered in 2012, with Kids Play Ltd, which is a private company that manages the nursery. Wolverton Day Nursery is one of 25 provisions operated by the company. The nursery is located in Wyvern County First School, Wolverton, Milton Keynes in Buckinghamshire. The nursery operates from four rooms in the school. The premises also include toilets, washing and nappy changing facilities, an office and outdoor play space. Children may also use the school hall. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery opens weekdays from 8am to 6pm for 51 weeks of the year. The nursery makes provision for children before and after school and during school holidays. Currently there are 67 children on roll. The nursery receives funding for free early education for two-, three- and four-year-olds. The nursery supports children who are learning English as an additional language. The nursery employs eight staff who work directly with the children. Of these, seven hold relevant qualifications. The manager holds early years teacher status and two members of staff are qualified to level 6. Two staff members hold qualifications to level 3, one at level 2 and two are unqualified. Children who attend the nursery before and after school attend the school in which the nursery is located.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the consistency of the quality of teaching, by ensuring all staff are sufficiently skilled to engage with children purposefully, to support and motivate their learning with meaningful dialogue, open questioning and shared interest with them at all times, particularly for the older children in the nursery.
- improve staff's ability to recognise the most important points when observing children and develop their skills to use the information to support planning for individual and groups of children, particularly for staff who teach the older children in the nursery.

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

- improve the systems for self-evaluation to ensure it continually evaluates all aspects of practice to consistently identify strengths and areas for development, taking into account staff performance to foster a culture of continuous improvement in staff's daily practice.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

There are some inconsistencies in the quality of teaching. Some staff interact well with children and extend their learning effectively. Others are less skilled and do not engage sufficiently well with children to help them make good or better progress. Staff who work directly with the older children do not always recognise the most salient points when they observe children. Therefore, they are not making the most effective use of their time observing children, or using their observations in the most effective way.

Staff support older children's learning appropriately with some focused activities. For example, children write recognisable numerals and create 3-dimensional shapes to consolidate their understanding of mathematics. They show enjoyment in books and stories and staff encourage children to form letters and write their names. This prepares children well for the next stage of their learning and readiness for school. However, some staff are not sufficiently skilled to manage large group activities well. Some of these activities are not effectively adapted for children who are at different stages of development. For example, a large group activity is at a pace that is too fast for some children, and too slow for others. As a result, some children show great eagerness and dominate the activity. For others, the activity is too challenging and they become distracted and lose interest. Some staff lack the confidence to adapt their plans to provide a good learning experience for all of the children. Additionally, at times, staff who work with the older children take a supervisory role. They do not always engage children deeply to extend and consolidate their learning with open questions. They do not always give the children time to think and respond, or to develop their understanding and construction of more complex sentences.

Older children enjoy their time in the nursery and show enthusiasm for learning. However, the quality of teaching and learning is not consistently strong to keep all children moving forward at good or better pace in their learning. Therefore, while children make suitable progress in their all round development, staff do not plan consistently to help them consolidate their learning and move forward at good pace in ways that are individual to them. For example, they miss opportunities to help some older children to build larger friendships groups. As a result, some children are very confident to engage with others to share learning. This is not the case for every child, because some children have a much smaller group of friends.

Children in younger age group have enjoyable learning and beneficial experiences. For example, staff who work with these children make good use of the resources available. Children independently explore their environment because staff do not restrict their movements. For example, children increase their mobility as they explore the textured resources, books and interactive toys. They play eagerly outdoors and staff use a music activity well to interest children and help them learn. Children make music and develop their listening and physical skills in keeping with their developmental stages. Staff use information from their observations to create a learning environment that is specifically of interest to individual children. This increases opportunities for the youngest children to

learn independently and through exploration. Staff who care for younger children demonstrate good quality teaching skills and they interact positively with babies and toddlers, sustaining their interest. For example, they encourage younger children to share their learning experiences and this helps to increase their vocabulary. Staff encourage children to make choices, explore and develop their own ideas. Staff show genuine interest in what the children say; they use words and gesture and show them what to do as they play. Staff working with the youngest children confidently promote their personal, social and emotional skills, as well as their communication and language, and their physical development. They talk and listen and use open-ended questions to engage children in conversation and extend their vocabulary. The quality of teaching and learning in this area is good enough to support young children to make good or better progress from their starting points. This fosters their enthusiasm to learn.

Some positive learning takes place outdoors. Children play in mixed aged groups and out in the garden. This enables them to share their learning. Children learn to set their own challenges. For example, as they climb and jump, balance and run they learn to assess some risks for themselves.

### **The contribution of the early years provision to the well-being of children**

Every child is allocated a key person from the start and staff work well together to ensure that children get personal attention and comfort when they need it most. The system works very well for all children. Their positive interaction with staff shows that children are making secure emotional attachments. For example, although some children find it hard to separate from parents, staff greet them warmly. They interact sensitively with the children when they are upset or need comfort and personal attention. As a result, children are happy and new children settle gradually and begin to explore their new environment, returning to their key person when they need reassurance. Children settle very well over time and feel secure in the nursery.

Staff actively welcome all parents and children, and take positive steps to promote inclusion. For example, where parents speak little or no English, staff use a range of language resources, including bi-lingual staff and parents, dual language books, posters and notices in a variety of languages that are familiar to parents. This helps all parents to understand the policies and procedures. Staff also help them to communicate essential information, such as the importance of good attendance at nursery. Staff learn some key words in children's home languages and pronounce them clearly. They use dual language books and picture exchange systems. Consequently, over time, children learn good English in readiness for school. Children use a range of resources that positively reflect others in the community. Staff have a positive attitude to equality and understand the importance of making children feel that they belong. Staff help children to understand about people in society and encourage them to participate in activities relating to many cultural celebrations.

Staff help children to develop their understanding of healthy lifestyles and learn why it is important to use sun cream and wear hats. For older children, this area of learning is

good. For example, they know which sun hat belongs to them and remember to wear them outside to protect themselves from sunburn. Staff ensure there is fresh drinking water available outdoors, and children help themselves when they are thirsty. Children eat a balanced diet of nutritious foods. They are fully aware of children's dietary needs and are clear about the procedures to safeguard the health of children with special dietary conditions. Staff provide good opportunities for children to enjoy plenty of fresh air and exercise daily. Staff help children to start to develop their self care, for example as they use tissues independently. Staff consistently use good hygiene practices and provide learning activities to promote children's understanding of the importance of healthy lifestyles. For example, staff encourage children's hand washing, their independent use of tissues and dressing appropriately, according to the weather. Staff provide older children with good support and many are able to use the toilet independently or with little help. Children are able to sit comfortably to eat, and to sleep safely and in comfort.

There is a wide range of good quality resources to support the learning of children who are at different stages of their development indoors and outside. The premises are safe and secure. Children are not able to leave unsupervised and all areas are clean and properly maintained. Staff are consistent in implementing suitable behaviour management strategies. They set high expectations for children to behave well. Staff model good behaviour for children and help them to learn right from wrong. Children are learning to listen and respond positively to adults who are caring for them. These are useful skills for them now, and in readiness for school.

### **The effectiveness of the leadership and management of the early years provision**

Overall, the leadership and management team makes suitable arrangements for learning and development and good provision for safeguarding and welfare. However, the systems to achieve good or better outcomes for all children are inconsistent. This is due to the varying quality of teaching in the nursery. For example, the older children in the nursery do not consistently enjoy the same good quality teaching and learning experiences as the younger children. Although staff have a secure knowledge of the areas of learning, their interactions with older children do not always enhance their learning experiences. This affects these children's progress and enjoyment of learning. The system for tracking and monitoring staff practice and children's progress is not fully developed. For example, staff carry out observations for all children and there is planning for children's learning and development relating to individual's next steps. However, plans for older children's progress are not always sufficiently precise for each child.

Robust recruitment measures help to ensure all staff are suitable to work with children. The induction procedure is an effective tool to help staff to understand their duties and responsibilities in the nursery. The leadership team use staff supervision, staff reflection of their practice and appraisals to identify staff's training needs and to inform the training plan. Staff are familiar with nursery safeguarding policies and procedures. Staff know what to do if concerns arise about children's well-being. All staff know, understand and implement the whistle-blowing policy.

Staff make effective use of risk assessments and routinely check for hazards. They work well to supervise children and to create and maintain a safe and secure environment for them. This sets good examples to help children learn about the importance of their own personal safety. The provider maintains the required adult-to-child ratios and a high number of qualified staff work directly with children. However, there are times when some staff give more attention to supervising than engaging positively with children. The key-person system is well established and provides children with good levels of support when they first start. Staff are experienced at completing the progress check for two-year-old children.

Overall, parents praise the nursery provision and they state that their children are happy and that they settle quickly. They know their children's key person and feel that staff are approachable. Parents state that they welcome the information about their children's progress and they know that they can see their children's learning journals with staff at any time of their choosing.

The outcome judgement of requires improvement shows that there are weaknesses in the nursery's self-evaluation. Even so, the leadership team shows capacity to make improvement. They have recently appointed a nursery manager who is an early years teacher. She is working closely with the organisation's senior managers, staff and the local authority's early years consultant to review, develop and improve the consistency of practice in the nursery. For example, through recent training they have taken effective steps to strengthen staff knowledge and confidence, particularly in safeguarding and child protection matters.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.



## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY447159
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	977679
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	43
<b>Number of children on roll</b>	67
<b>Name of provider</b>	Kids Play Ltd
<b>Date of previous inspection</b>	11/07/2013
<b>Telephone number</b>	01908312528

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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