

# Crosslands Day Nursery

45 Crosslands, Stantonbury, Milton Keynes, Buckinghamshire, MK14 6AY

<b>Inspection date</b>	21/08/2014
Previous inspection date	16/07/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
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		2

## The quality and standards of the early years provision

### This provision is good

- The educational programme supports children to make good progress in their learning, in preparation for school.
- The staff place a strong emphasis on establishing effective partnerships with parents and others. This works to successfully meet the children's individual needs.
- Children feel safe and secure because the staff have a good understanding of their responsibilities in meeting the safeguarding and welfare requirements.
- Effective self-evaluation means that the staff continually extend the good service for children and their families.

### It is not yet outstanding because

- Although staff plan a broad range of activities for the children, older children are not always fully challenged to further their learning.
- While children enjoy outdoor play experiences, staff do not make the best use of the garden or toys and resources to further challenge children's ideas and imagination.

## 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.

## Inspection activities

- The inspector observed activities in the playrooms and the garden.
- The inspector had discussions with parents, staff and children.
- The inspector sampled a range of documentation including, children's records, contracts, policies, procedures and the nursery's self-evaluation.
- The inspector carried out some spontaneous joint observations with the manager during the course of the inspection.

## Inspector

Kim Mundy

## Full report

### Information about the setting

Crosslands Day Nursery registered in 1997 and it is one of two nurseries run by a private provider. The nursery operates from a detached property in Stantonbury in Milton Keynes. There is access to three playrooms and a secure outdoor play area. The nursery provides a service for children from the local community and it is open each weekday from 8am to 6pm all year round, except for a week at Christmas and bank holidays. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. There are 33 children on roll in the early years age range and they attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities, and children who are learning to speak English as an additional language. The nursery employs seven staff and of these, there are five full-time staff and two part-time members of staff. Of these, six staff hold appropriate early years qualifications and one member of staff is working towards a qualification. The nursery is registered on the Early Years Register.

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

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

- plan and provide more challenging experiences for the older children
  
- extend the range of materials and resources outdoors so children can find new ways to represent and develop their ideas.

### Inspection judgements

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

Children make good progress during their time at the nursery because the keen staff team take the time to get to know the children and their families well. The warm and welcoming atmosphere creates a positive environment for learning. The staff have a good knowledge and understanding of the early learning goals. Accurate observational assessment gives a clear picture of each child's progress and interests. These form the basis of the next round of planning for children's individual learning. Staff are on hand to guide and encourage children to be active, independent learners and overall, they use effective teaching methods. However, planned activities do not always provide further challenge to stretch children's learning.

Children make good progress in their communication, language development. Staff use running commentary and open questioning to extend children's listening and speaking skills. The nursery provides an inclusive environment for all children and this in turn

enables them to grow in confidence and self-esteem. When caring for children who are learning English as an additional language, the staff obtain some key words from parents in their first language to help them communicate with the children. Children's early-writing skills develop well as they use their fingers to make patterns in shaving foam and draw with chalks and pencils. Babies and younger children enjoy making marks with their fingers in jelly and paint and use chunky crayons, for example. Staff display words and letters in the environment so children begin to understand that print carries meaning. This all helps to promote children's literacy development. Several children are able to recognise and write their name before moving on to school. Children enjoy singing and story times each day and the use of puppets and props further capture their interest.

Children develop good problem-solving skills as they build with construction toys and fit puzzles together. During a water play activity, children had fun exploring measurement as they filled and emptied containers. As they used scissors to cut lengths of wool, they compared the different lengths and announced they are the same, smaller or bigger than. Babies and younger children enjoy posting shapes, stacking cups and threading beads on a wire. This also helps to develop their small-muscle skills. Overall, children develop good large muscle-skills as they climb, slide and balance on apparatus in the garden. Babies and toddlers join in action songs and rhymes and use push-along toys to help them to walk. However, staff do not make the best use of the garden or provide a wide range of resources to further ignite the children's ideas and imagination outdoors.

Children find out how things work when they use tablet computers, telephones, cameras and cash tills. They learn about living things as they plant bulbs and look for bugs in the garden. In addition, children explore their local community on walks to the local shop and they look for different shapes in the environment, such as the shapes of the traffic road signs. Children develop a good awareness of multicultural Britain as they celebrate various festivals, such as the Hindu festival Raksha Bandhan. Children use a range of toys and resources, that help them to learn about diversity in society; for example, books, dolls, dressing-up clothes and music from around the world. Children are creative as they stick with a variety of materials and explore textures, such as sand, ice and water. They use their imagination as they use the doctor's set during role play, for example. Younger children mimic adults as they make cups of tea and cuddle the dolls. Children develop positive attitudes to their learning in this safe, secure and caring nursery, which prepares them well for the future.

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

The key-person system is effective in practice. Each child is allocated a key person who is responsible for coordinating their welfare and educational needs. The children learn to behave well and considerately towards each other because staff model and encourage respect and good manners. When specific behaviour issues arise, the manager and staff work in partnership with parents, and identify a plan of action to manage and resolve inappropriate behaviours. Furthermore, the staff supervise the children closely and observe and monitor any triggers. Children learn to take turns and positively interact with each other. They develop confidence and self-esteem, as staff consistently praise and

encourage them. Children develop independence skills as they make choices from the wide range of toys and resources. There is a good range of nursery furniture and equipment to meet the needs of the ages and stages of the children attending.

Children develop a good appreciation of healthy lifestyles and they enjoy fresh air and exercise everyday. Through the daily routine, children observe good hygiene practices carried out by staff and they learn to wash their hands before they eat. Healthy snacks and meals are prepared on site by staff that have completed food hygiene training. Menus take full account of children's special dietary requirements or medical needs. Children enjoy healthy snacks, such as toast and fresh fruit. They help themselves to drinking water when they are thirsty and staff offer babies regular drinks. Children have individual rest beds and their own bed linen. Staff observe them while they sleep to make sure they remain safe. Staff teach children to understand about keeping themselves safe. They practise the emergency evacuation procedure, discuss road safety and learn to handle tools, such as scissors, safely. The majority of staff have completed first-aid training in order to administer first aid in an emergency. Therefore, staff take prompt action in the event of an accident. Staff promote the children's continuing good health and well-being.

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

The nursery is well led and managed. The manager has a good understanding of the safeguarding and welfare requirements. Staff demonstrate a good understanding of the nursery's comprehensive policies and procedures in relation to safeguarding children. Furthermore, children are safeguarded by robust recruitment and vetting procedures. All visitors to the nursery are required to sign in and out using the visitor's book. This maintains an accurate record of everyone coming into contact with the children. The nursery has effective systems in place to keep children safe and secure. Staff carry out thorough risk assessments for the premises and outings to promote children's safety. Children are well supervised throughout the nursery because staff are suitably deployed working directly with the children. Recording procedures with regards to medication, accidents, incidents and children's attendance records are effective and accurately maintained. The kind and enthusiastic staff work well as a team to promote good outcomes for children.

The manager monitors the effectiveness of the delivery of the educational programmes. This leads to children making good progress given their starting points. Effective tracking of children's progress, which includes the progress check for two-year-old children means that staff quickly identify any gaps in their learning. Staff support children's learning well through the continuous play provision and purposeful interactions with all the children.

Parents, staff and children's views are valued as an important part of the nursery's self-evaluation process. The manager recognises the strengths and areas for development and demonstrates a commitment to the continuous improvement of the service. The recommendations completed since the last inspection are effective in terms of improved outcomes for children. Given the current good practice and enthusiasm of this staff team,

the nursery has a good capacity to improve in the future.

Partnerships with parents and others are good. Children benefit from the friendly exchange of information between staff and parents on arrival and collection, which provides continuity of care. Discussions with parents during the inspection demonstrate that they are happy with the nursery and the positive effect it has on their children. Parents are invited to stay and play sessions, they receive newsletters and daily or monthly diaries depending upon the age of their child. Consequently, good communication systems are in place. There are good procedures for introducing children to their future school teachers and for ensuring their smooth transition to primary school.

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	141747
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	986313
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	33
<b>Name of provider</b>	Steven Mead and Anne Mead Partnership
<b>Date of previous inspection</b>	16/07/2009
<b>Telephone number</b>	01908 317869

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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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