

# Wolverton Day Nursery and Preschool



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

<b>Inspection date</b>	25 September 2017
Previous inspection date	10 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager leads her staff well in an ongoing programme of review and improvements. For example, she has improved the learning environment for all children. Children enjoy exploring what is on offer and are keen and active learners.
- The manager and staff successfully engage parents in many aspects of their children's learning. For example, they work with parents well to find out about the skills children develop at home to enable them to assess progress accurately.
- The manager has established thorough systems for monitoring the progress of different groups of children. She uses this information well. For example, she has identified ways in which staff can further engage boys in their learning.
- Staff are especially skilled at supporting children's developing understanding of the world and their creative skills. Children thoroughly enjoy taking part in the imaginative and interesting activities that staff plan to further these aspects of their learning.
- All children show good levels of independence for their age. For example, even very young children understand the importance of washing their hands before and after eating.

### It is not yet outstanding because:

- On occasions, staff miss opportunities for babies and young children new to the setting to spend time with key staff who will be taking the lead in their care.
- Staff do not always plan precisely for older, most-able children. There are fewer challenging learning opportunities for these children.

## What the setting needs to do to improve further

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

- build on existing good practice to further develop the settling-in process when children first start attending, to help them settle even more quickly and further promote their well-being
- improve planning for older and most-able children to help provide them with a wider range of challenging learning experiences to help them make even better progress.

### Inspection activities

- The inspector observed children and staff, indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with parents and children and took account of their views.
- The inspector spoke with staff about their understanding of safeguarding, child protection and first aid.
- The inspector looked at documentation, including children's records, the provider's policies and staff qualifications.

### Inspector

Sarah Holley

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager follows thorough procedures to support her in ensuring the suitability of those that she employs to work with children. She takes effective steps to ensure that all staff know what to do if they are concerned about a child's welfare. She monitors all aspects of the provision thoroughly, including the quality of teaching. She provides staff with ongoing guidance, support and training to enable them to continue to do their job well. She monitors the progress of all children and the use of any additional funding to close gaps in learning. She works well with other professionals to provide additional support to any children who may need it to make good progress from their starting points. Parents appreciate the many ways in which staff help them to help their children, for example, with advice about sleep routines and toilet training.

### Quality of teaching, learning and assessment is good

Staff work with parents well to accurately understand what children can already do when they first start. They use their secure knowledge of how children learn to help them progress and enjoy learning. Babies and toddlers are fascinated to find out about different vegetables, such as when they unpeel corn on the cob. Older children are very interested to discover more about the features of fish. Staff help all children develop their speaking and listening skills. They adapt their teaching well to the different needs of children. For example, they provide simple and clear language for younger children and engage in longer discussions with older children, to help support their language skills.

### Personal development, behaviour and welfare are good

Children behave well. They are polite and kind to each other. They listen well to staff and show a good understanding of acceptable behaviour at the nursery. Overall, children show high levels of well-being. For example, older children tell visitors that they like the nursery and that the staff look after them well. Children learn to make decisions about what to do. They make choices from the activities on offer and settle to their play and learning well. For example, children chose to spend long periods exploring the wide range of craft and malleable material on offer. Staff provide daily opportunities for children to develop an understanding of the benefits of a healthy lifestyle. They ensure that all children eat balanced and nutritious meals and children play outdoors in the fresh air.

### Outcomes for children are good

Children make good progress throughout their time at nursery. Babies and younger children learn to crawl and walk, and to babble and then talk. Toddlers learn a range of important self-help skills, such as finding aprons before exploring messy activities. Older children continue to develop these skills and to gain other skills in preparation for the move to school. For example, they learn to enjoy an increasing range of books and to play cooperatively. All children develop a positive view of themselves and others. For example, staff ensure that resources and activities reflect the wide range of cultural backgrounds of the children who attend.

## Setting details

<b>Unique reference number</b>	EY447159
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	1095344
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	63
<b>Name of registered person</b>	Kids Play Ltd
<b>Registered person unique reference number</b>	RP900863
<b>Date of previous inspection</b>	10 June 2015
<b>Telephone number</b>	01908312528

Wolverton Day Nursery and Preschool registered in 2012. It is situated in Wolverton, in Milton Keynes, Buckinghamshire. It opens weekdays from 8am to 6pm, for 51 weeks of the year. It also makes provision for children before and after school and during school holidays. The provider employs five members of staff. Of these, four hold a relevant qualification at level 3 and one holds a relevant qualification at level 2. The provider is in receipt of funding to provide free early years education to children aged two, three and four years.

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