

Crosslands Nursery

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



Inspection date	13 February 2018
Previous inspection date	21 August 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Recent staff departures have had an impact on the overall quality of the provision. Although the manager reflects on and evaluates the provision, she has not ensured that teaching standards are maintained. The quality of teaching is too variable.
- Not all staff have a good enough understanding of how children learn and develop. The learning needs of babies and younger children are not always fully considered. Children do not make the progress of which they are capable.
- Staff do not complete the required progress checks for all children aged between two and three years.
- Staff do not always involve parents in assessing children's starting points. They do not encourage parents to share information about what their children already know and can do when they first start.

It has the following strengths

- Children settle well. They are generally happy and form close bonds with staff, who support their emotional development well. This enables children to develop self-esteem and confidence.
- Staff promote children's independence. For example, children help to prepare their own snacks and learn to pour their own drinks.
- Staff promote healthy lifestyles well. For example, children benefit from a range of healthy meals and snacks.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ raise the quality of teaching to at least a good level and ensure that all staff engage children in challenging and purposeful activities 	28/03/2018
<ul style="list-style-type: none"> ■ improve the range of play experiences and activities for babies and younger children to consistently engage and motivate them to learn 	28/03/2018
<ul style="list-style-type: none"> ■ complete the required progress check for all children aged between two and three years and provide parents with a written summary of children's development in the prime areas of learning. 	28/03/2018

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

- gain more detailed information from parents when children first start, to help identify children's developmental starting points, and use this information to more accurately plan activities and experiences from the outset.

Inspection activities

- The inspector observed the quality of teaching during activities inside and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the nursery manager.
- The inspector held a meeting with the general manager and the nursery manager.
- The inspector discussed a range of policies and procedures and looked at evidence of the suitability of staff working in the nursery.
- The inspector spoke to staff, parents and children during the inspection and took account of their views.

Inspector

Trisha Turney

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager and staff implement a range of effective policies and procedures to underpin the safe and efficient running of the nursery. The manager provides regular supervision for staff and encourages them to undertake training, including gaining qualifications. However, this has not been fully successful in improving outcomes for children. This is because the overall quality of teaching is not good enough. The manager monitors children's learning and achievements. This helps to identify and address any significant gaps in learning. Safeguarding is effective. The manager and staff know when and where to refer any child protection concerns they may have about a child. The manager has robust recruitment procedures to help to ensure that all staff are suitable to work with children.

Quality of teaching, learning and assessment requires improvement

Staff carry out regular observations and assessments of children's learning. However, they do not provide consistently good levels of teaching to support children's learning and development effectively. Staff do not always complete the required progress check for children between two and three years. They do not consistently motivate babies and younger children, which, at times, limits their learning opportunities. For example, staff do not always provide enough support for the youngest children to move, roll and explore as they develop body control and coordination. Some suitable teaching strategies are used. For example, staff encourage children to join in with favourite songs and rhymes to enhance their language skills. Children are developing an early understanding of mathematics. For example, staff encourage them to count the objects they play with.

Personal development, behaviour and welfare require improvement

Staff do not ensure that they gather enough information from parents when children join. As a result, they are not always able to plan effectively for children's care and learning needs from the start. Despite this, parents are happy with the service provided. They comment that staff share information with them and express how their children enjoy attending. Staff manage children's behaviour in positive ways and children behave well.

Outcomes for children require improvement

Weaknesses in teaching mean that not all children make consistently good progress. However, children do make some progress. They are beginning to sort, match and count. Children are confident and form good friendships with each other. They make choices about what to play with. Children show a great interest in books. They can repeat words and whole sentences from their favourite stories. Older children develop a range of physical skills, for example, as they use scissors to cut paper or roll and kick balls. Overall, children gain a range of basic skills to help prepare them for the next stage of their education, including the move to school.

Setting details

Unique reference number	141747
Local authority	Milton Keynes
Inspection number	1070324
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	21
Number of children on roll	36
Name of registered person	Steven Mead and Anne Mead Partnership
Registered person unique reference number	RP905379
Date of previous inspection	21 August 2014
Telephone number	01908 317869

Crosslands Nursery registered in 1997. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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