

# Eaton Mill Nursery

Saffron Street, Bletchley, Milton Keynes, Buckinghamshire, MK2 3AH



<b>Inspection date</b>	26 March 2018
Previous inspection date	20 December 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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

- Leaders and staff have a shared vision to make the nursery the best it can be and provide the best outcomes for children. Self-evaluation is accurate and involves parents, children and staff to identify priorities for continued improvements.
- There is a very positive atmosphere across the nursery. Staff are caring and nurturing to the children and this is modelled by children being kind to each other. As a result staff and children have fun and enjoy the activities together.
- Staff accurately observe, assess and plan interesting activities that follow children's interests. As a result, children are engaged and motivated to learn.
- Overall, children make good progress from their starting points. Staff are supported by the school's special educational needs coordinator and safeguarding officer, who offer expert advice on programmes of support to ensure improved outcomes for children.
- The managers regularly monitor and assess the quality of teaching. They work alongside staff to model good practice, share ideas and lead activities for staff to observe. This is supported by an effective supervision process where leaders encourage staff to reflect on their own practice.

### It is not yet outstanding because:

- Although parents report communication from the nursery has improved, not all parents know who their child's key person is or what the nursery is working on with their child to support their learning and development at home
- The youngest children are not always provided with enough opportunities to increase their independence and prepare them for the next stage of their learning and development

## What the setting needs to do to improve further

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

- ensure all parents are aware of who their child's keyperson is, and continue to find ways to share information with parents, so they have a better understanding of where their child is in their learning and development
- increase opportunities for the youngest children to gain independence and prepare them further for the next stage in their learning.

### Inspection activities

- The inspector observed the quality of teaching and the support for children's learning during activities inside and outside.
- The inspector assessed how well leaders and staff understand and implement nursery policies, and how they monitor children's learning.
- The inspector carried out a joint observation to assess how well leaders monitor the quality of teaching.
- The inspector talked to parents, staff and children during the inspection and took their views into account.
- The inspector looked at a range of documentation including staff records and children's learning journals.
- The inspector had a telephone conversation with the nominated individual to take into account their views and check their understanding of their role and responsibility.

### Inspector

Jayne Godden

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding children are effective. Leaders have provided Ofsted with the information to carry out suitability checks on committee members. This means they have met their statutory responsibility. Leaders ensure staff access safeguarding training, and confidently know the process to follow if they have concerns about a child. Leaders follow a robust recruitment, vetting and induction process. This ensures that all staff are checked and suitable to carry out their role. Parents report they are very happy with the care their children receive. They take part in regular 'home challenges' to support their child's learning at home. However, some parents do not know who their child's keyperson is and requested further information about their child's level of development. Leaders are in the process of implementing an electronic system to provide parents with this information. Leaders monitor children's progress and have identified gaps in children's personal, social and emotional development. As a result, additional funding has been used to provide music sessions to encourage children to have fun, listen to the beat and dance with their friends.

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

Staff are well qualified and understand how children learn and develop. They use this knowledge to plan activities to support children's interests. Staff allow children time to respond to questions and think of solutions for themselves. Older children benefit from planned, daily, small-group time, to learn mathematics and literacy skills in preparation for school. For instance, they enjoy using their writing books and taking part in phonics sessions. Staff support babies' non-verbal communication skills well and engage them further with activities and books they are interested in. Children enjoy mathematical activities. For example, children excitedly enjoy an 'egg hunt', opening the eggs to reveal a number, which they match to a picture card of the same number.

### Personal development, behaviour and welfare are good

Staff know the children well and are sensitive to their individual needs. For example, staff offer a child a cuddle noticing they are tired. Children know the rules and routines of the nursery well. Staff remind children promptly and calmly when on the rare occasion they forget. As a result behaviour across the nursery is good. Staff follow excellent hygiene procedures, which children follow confidently, without reminders. Staff are fully aware of children's dietary and allergy requirements. For example, menus have been reviewed, ingredients noted and lists showing the children's individual needs have been updated.

### Outcomes for children are good

Children are confident and self-motivated to learn. They test out their physical skills as they run up and down a sloped hill, use the slide and dig in the sandpit. Children gain skills that prepare them well for their next stage in learning and into school.

## Setting details

<b>Unique reference number</b>	EY319429
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	1122511
<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 - 8
<b>Total number of places</b>	70
<b>Number of children on roll</b>	134
<b>Name of registered person</b>	Eaton Mill Nursery and Out of School day care Limited
<b>Registered person unique reference number</b>	RP526010
<b>Date of previous inspection</b>	20 December 2017
<b>Telephone number</b>	01908 373621

Eaton Mill Nursery registered in 2005 and is situated in the Bletchley area of Milton Keynes. The nursery is open from 7.30am to 6pm for 50 weeks of the year. The breakfast and after-school club open from 7.30am to 8.55am and 3.15pm to 6pm respectively, five days a week during term time. The holiday club operates between the hours of 7.30am and 6pm. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. There are 24 staff working with the children in the nursery. Of these, 18 staff hold appropriate early years qualifications at level 2 or above.

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