



SCHOOL INSPECTION SERVICE

INSPECTION REPORT FOR AKELEY WOOD NURSERY

Ofsted Early Years' Registration No: EY360266

The key inspection judgements for this registered early years provision are:

Overall effectiveness of the early years' provision	Good	2
Effectiveness of leadership and management	Outstanding	1
Quality of teaching, learning and assessment	Good	2
Personal development, behaviour and welfare	Good	2
Outcomes for children	Good	2

Compliance with the requirements of the Early Years Foundation Stage:

The registered setting meets the requirements of the Early Years Foundation Stage.

Date of inspection: 26 – 27 April 2016

SECTION A: SUMMARY OF MAIN FINDINGS

The overall effectiveness of the early years' provision is good. Children make good progress in their learning and development relative to their starting points and are generally well prepared for moving into the Reception classes. The setting provides good care and learning opportunities to meet the needs of the range of the children. In particular the role of each child's key person is well developed, whilst ensuring that all members of staff in any room are able to support every child. The nursery's leadership and management are outstanding in providing consistent care and learning activities for children. The setting evaluates its practice in detail and the staff have a clear and shared understanding of appropriate management, planning and assessment routines. They are monitoring their continuing use of assessments to ensure that these are relevant to the setting's needs and are not unduly burdensome. Staff work extremely well as teams within each room and across the age groups. They ensure that the children's experiences run smoothly and their involvement in activities supports continuous improvement. Children's social and language skills are outstanding and are developed from an early age, although the range of literacy and mathematical opportunities available to the older children is relatively limited. The requirements for children's safeguarding and welfare are met and there is a shared understanding of and responsibility for protecting children.

RECOMMENDATIONS FOR IMPROVEMENT:

- develop the range of literacy and mathematical opportunities provided for the older children; and
- continue to monitor assessment systems to ensure that they are manageable and relevant to the nursery's needs.

SECTION B: INFORMATION

INFORMATION ABOUT THE INSPECTION:

This inspection was carried out by the School Inspection Service under sections 49 and 50 of the Childcare Act 2006. The purpose of the inspection is to inform the Secretary of State of the quality and standards of the provision. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care in the Early Years Foundation Stage (EYFS). The inspection follows the inspection framework laid down by the Service and Cognita and agreed with the Department for Education (DfE). It was conducted by an independent professional inspector who looked at all aspects of the setting's provision as required by the current Statutory Framework for the Early Years Foundation Stage. In reaching judgements, the inspector observed children at work and play, spoke to staff including those with responsibility for the management of aspects of the setting, scrutinised documentation and considered the twenty responses to the questionnaire sent to parents and carers.

Reporting Inspector:	Dr Martin Bradley
----------------------	-------------------

INFORMATION ABOUT THE SETTING:

Akeley Wood Nursery is part of Akeley Wood Junior School and is separately registered with Ofsted to provide up to 62 places for children aged between three months and four years of age. At the time of the inspection there were 73 children on roll, aged between nine months and four and a half years.

The nursery is open from 09.00am to 18.00pm. The youngest children are in the two Ladybird classes and move to Caterpillars at about the age of two and a half. They next go into the Butterfly class when they are about three and a half. Each class has its own room. There are two outside areas, one grassed and the other hard surfaced. They also have access to the Forest School area. The staff have appropriate early years qualifications.

The nursery is part of the school's early years' department. The Head of Early Years is supported by the nursery manager and is a member of the school's senior management team.

SECTION C: THE INSPECTION JUDGEMENTS

1. THE EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

The leadership and management of the setting are outstanding. The staff have high expectations of the children, based upon their detailed and sound knowledge of each child and apply the key person approach to caring for each child particularly effectively. Systems for staff supervision, rigorous performance management and appropriate professional development are particularly good. Self-evaluation by the setting's management and by the staff are of very high quality. Home-school communications are good. Reporting systems are particularly good, with checks on two year olds and regular reports providing clear details of each child's current development and helpful indications of how this can be extended. The reports are shared with parents who can provide comments. The learning programmes are outstanding, providing a particularly good range of experiences which meet the statutory requirements and develop the children's needs and interests consistently across the age groups. Where specialist junior school staff work with the setting's children, they are well briefed by the Head of Early Years and understand how to apply their specialist teaching skills to nursery-age children. This was particularly evident in a PE session where the oldest children's running skills showed significant improvement during the lesson. Preparation for entry to the Reception classes is good and the older children begin to develop their knowledge and skills in literacy and mathematics as they are introduced to the specific areas of learning. Equality and diversity are extremely well promoted. Behaviour is outstanding overall. The children show considerable respect for one another. British values are consciously promoted throughout the nursery.

2. THE QUALITY OF TEACHING, LEARNING AND ASSESSMENT

The quality of teaching, learning and assessment is good overall. Staff have good expectations of each child, and promote speaking skills extremely well. From the youngest group in Ladybird 1 room, the staff make sure that the children are engaged in purposeful activities: they use language to ensure that the children develop concentration and persistence in a calm and relaxed atmosphere. Snack and mealtimes are good social occasions. The children's capacity to play together is extremely well promoted from a very early age. Comprehensive assessment information is gathered consistently across the setting, which is outstanding practice. The monitoring of assessment systems seeks to reduce duplication and ensure their relevance. Assessments are used well to plan future activities and to take into account individual children's interests. Children are well supported by regular interaction and encouragement from the staff. Reports supplement parent contacts to enable them to support their children's learning. Equality of opportunity and diversity are well promoted. The prime areas of learning for language and mathematics are introduced in the Butterfly room, but are less evident in the activities for the older children in the Caterpillar room. Overall, teaching develops the children's skills and capacity to learn effectively and to be ready for the next stage of their learning.

3. PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

The children's personal development, behaviour and welfare are good. The children become self-confident and self-aware. They are beginning to understand how to be successful learners. The setting develops children's sense of achievement and enjoyment of learning outstandingly well. This is closely related to the significantly consistent approach of staff to children's learning and development. The children enjoy learning. Their emerging independence and capacity to use their imagination are particularly evident in their excellent social skills and use of increasingly complex speech, where they express abstract ideas and emotions. This prepares them well for their later work in the Junior School. It is also supported by their emotional security through the extremely effective key person approach. They rightly feel secure and have a clear understanding of the staff's expectation of good behaviour, including managing their own feelings and relationships to other children and the adults. Attendance is good. The children also understand risks within the context of the nursery. The good quality meals provided by the school support healthy eating as well as developing skills such as cutting prepared fruit into bite-sized pieces.

4. OUTCOMES FOR CHILDREN

The outcomes for children are good. They progress well from their different starting points and are able to meet, and in some cases exceed, the level of development that is typical for their age and so can move on confidently to the Reception classes.

SETTING DETAILS

Name of setting:	Akeley Wood Nursery
Address of setting:	Akeley Wood Nursery Akeley Wood Junior School Wicken Park Road, Wicken Milton Keynes MK19 6DA
Telephone number:	01908 571231
Email address:	enquiries@akeleywoodschool.co.uk
Proprietor:	Cognita Schools Limited
Name of Manager:	Mrs Nicola Boddy
Ofsted number:	EY360266
Type of setting:	Registered EYFS childcare setting on non-domestic premises
Age range of children:	12 months – 4 years
Gender of pupils:	Male and female
Total of places:	Boys: 44 Girls: 28
Type of inspection:	Inspection of a registered early years setting

This report has been prepared by the School Inspection Service, which provides independent professional inspection of all schools affiliated to the Focus Learning Trust, and members of the Steiner Waldorf Schools Fellowship or Cognita group. The report is available from the School Inspection Service website: www.schoolinspectionsservice.co.uk.