

Akeley Wood Nursery

Akeley Wood Junior School, Wicken Park Road, Wicken, Milton Keynes
MK19 6DA



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| Inspection date | 5 June 2019 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------|----------|
| | Previous inspection: | Not applicable | |
| Effectiveness of 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

- Staff carry out daily checks of the environment to ensure it safe and suitable, and children are supervised well. Mandatory training, such as safeguarding and first aid, is undertaken by all staff, which contributes to children's safety.
- The well qualified and dedicated staff have a secure understanding of the areas of learning and development. Staff make regular observations and assessments of children's progress. They use this information to plan activities that promote individual children's next steps in learning.
- Staff work closely with parents to plan an individual settling-in period for each child. They provide consistent personal care and flexible routines for babies and younger children. This ensures all children are well supported to feel safe and secure in the nursery.
- Children arrive at the nursery eager to engage in play and learning. Staff welcome each child individually. There are warm bonds between babies and very young children and the staff who look after them. Children enjoy cuddles from staff when they are feeling tired or need reassurance.
- The manager monitors individuals and groups of children to make sure they are all progressing well over time. All children make good progress from their individual starting points. This includes children who speak English as an additional language and those who require additional support.
- The monitoring of staff practice is not rigorous enough to identify clearly how individual staff can raise the quality of their practice and teaching to the highest level.
- Staff do not make the best use of their good partnerships with parents to encourage them to share what they know about their child's learning and development at home.

What the setting needs to do to improve further

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

- strengthen the monitoring of staff practice to help raise the quality of teaching to the highest level
- engage parents in sharing information about their child's achievements at home to gain a broader picture of their development.

Inspection activities

- The inspector spoke to parents and took account of their views.
- The inspector spoke to members of staff and children at appropriate times throughout the inspection.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the nursery manager.
- The inspector held a meeting with the nursery management team. She looked at relevant documentation, such as the evidence of the suitability of staff working at the nursery.

Inspector

Teresa Lester

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The manager and staff have a secure understanding of child protection procedures. They know to act quickly to keep children safe, including recording and referring concerns if they notice signs that may indicate a child is at risk of harm. There is a strong team spirit and staff value the importance of working together. The manager's commitment to build on the good quality of care and learning is enthusiastically demonstrated. Staff value the opinions of parents and make good use of these to drive change and to improve practice. Parents speak highly of the staff and the setting, and value having their opinions and ideas listened to. Following parent feedback, staff have provided more opportunities for parental involvement within the nursery.

Quality of teaching, learning and assessment is good

Children make choices about what they would like to play with. They develop their imagination as they recreate familiar experiences. Children eagerly buy and sell food as they play in the role play shop. Staff play alongside children and encourage them to talk about what they are doing. Toddlers express their ideas confidently. Children match pictures of animals. Staff engage children in conversation about the features of the animals, asking children questions to promote their thinking skills. Staff use signing to support young children's emerging language. Staff work effectively with other settings that children also attend, including the on-site school nursery. This helps to provide continuity in children's care and learning.

Personal development, behaviour and welfare are good

Children spend prolonged periods playing and learning outside. Their love of outdoor play is apparent as they excitedly take part in forest school sessions. Toddlers show a keen interest in their natural environment as they collect natural items and hunt for insects. Children enjoy the varied and freshly prepared meals, that are meticulously planned to take account of any dietary needs or preferences. Staff eat alongside children. They encourage babies to feed themselves and model table manners to older children. Staff praise positive behaviour and give consistent, calm reminders about the boundaries in place. Children respect each other and are learning how to share and take turns.

Outcomes for children are good

Children are confident and are keen to learn. They are developing the necessary skills required to support them for the next stages in their learning. Toddlers handle books with care and listen attentively to stories. They gain a sense of responsibility as they eagerly help to tidy away toys. Babies babble happily and use gestures to communicate what they want to do. Toddlers develop good mathematical knowledge as they learn to count and use numbers in their play. Children develop their physical abilities, toddlers learn to manoeuvre bicycles safely and babies crawl and pull to standing. Toddlers manage their own self-care needs well, such as using the toilet and washing their hands before eating meals.

Setting details

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| Unique reference number | EY542265 |
| Local authority | Northamptonshire |
| Inspection number | 10105789 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Sessional day care |
| Age range of children | 0 - 3 |
| Total number of places | 28 |
| Number of children on roll | 23 |
| Name of registered person | Cognita Schools Limited |
| Registered person unique reference number | RP527525 |
| Date of previous inspection | Not applicable |
| Telephone number | 01908 571231 |

Akeley Wood Nursery registered in 2017. The nursery is located in Wicken, Milton Keynes. The Nursery employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm.

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