

Meadow View Day Nursery

Westbury Lane, Newport Pagnell, Buckinghamshire MK16 8PS



Inspection date	30 July 2019
Previous inspection date	15 October 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- Children show good levels of well-being. They are happy and settled. There are warm attachments between children and staff. For example, babies enjoy plenty of cuddles and attention, which helps them feel welcome and secure.
- Parents express high levels of satisfaction about the quality of care and education at the nursery. Staff include parents in their children's learning in a variety of successful ways. For example, they provide regular updates on children's progress and opportunities to learn more about how to help children prepare for the move to school.
- Children make consistently good levels of progress. They are socially, academically and emotionally well prepared for the next stage in their learning and starting school.
- Key persons build a thorough understanding of each child's interests and progress. They use this information effectively to plan a wide range of learning experiences that build well on what children can do already and broaden children's understanding and knowledge.
- The manager supports staff well, including through regular individual and team meetings. Staff have access to a wide range of professional development opportunities to develop their overall teaching skills further. However, sometimes the monitoring of staff's practice is not focused enough on the quality of their interactions with children to provide staff with precise support to improve this aspect of their teaching further still.
- For most of the day, staff ensure that resources and activities are presented well and are appealing to children. However, at times during the afternoon resources are not so attractively presented. At these times, children engage less well in their learning.

What the setting needs to do to improve further

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

- monitor and evaluate staff's practice more closely and target the use of supervision sessions to help improve their existing good-quality teaching further still
- improve the organisation of activities and resources during parts of the afternoons to provide children with further opportunities to engage in meaningful and purposeful play and learning.

Inspection activities

- The inspector spoke with staff about their understanding of safeguarding and child protection matters.
- The inspector observed staff and children throughout the nursery and evaluated the quality of teaching and learning.
- 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 held a meeting with the manager and other leaders.
- The inspector looked at documentation, including children's records and staff's qualifications.

Inspector
Sarah Holley

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The provider takes suitable steps to ensure the suitability of those employed to work with children. All staff undertake training so that they can recognise and respond to any concerns about a child's welfare. The manager monitors children's progress thoroughly and quickly identifies any children who may need extra support to make the progress of which they are capable. Staff plan for and support these children well so that gaps in learning close. They work closely with other professionals to support individual children. Staff supervise children closely and take robust steps to ensure the premises are safe and secure. The manager involves parents well in reviewing and improving the provision.

Quality of teaching, learning and assessment is good

Staff work well as a team to help children learn. They adapt what they do well to meet the individual needs of each child. For example, staff know which children benefit from more time to explore independently and which children need more adult help. Children of all ages are confident to explore and learn. For example, babies delight in exploring foam and paint. Older children are fascinated to feed and care for a tortoise. Children who will soon be starting school take part in well-planned activities that provide good levels of challenge. For example, staff deliver a structured programme of activities to teach children about letters and the sounds they represent. Children use their developing mathematical skills to measure and weigh giant snails and to record the results.

Personal development, behaviour and welfare are good

Children behave well. Staff plan activities to help them learn to take turns and share. Staff are good role models for children. They are polite and helpful to each other. They offer children lots of praise and encouragement. Children develop good levels of independence from a young age. For example, toddlers learn to put on boots before going outside. Older children confidently help themselves to drinks when they are thirsty. Children develop a positive attitude towards the benefits of a healthy lifestyle. For example, all children are encouraged to play energetically outside and meals are healthy and nutritious. Staff continue to develop children's physical skills indoors. For example, babies and very young children learn to move in a variety of ways and to negotiate appropriate climbing equipment.

Outcomes for children are good

Children develop a positive attitude towards learning. They are developing well into independent and curious learners. For example, babies and toddlers confidently and enthusiastically explore different sensory materials, such as paint, ice and water. Older children learn to express their own ideas and follow their own interests. All children develop their language skills and broaden their vocabulary. They develop respect for others and an interest in the world around them.

Setting details

Unique reference number	141896
Local authority	Milton Keynes
Inspection number	10106757
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	64
Number of children on roll	125
Name of registered person	Childbase Partnership Limited
Registered person unique reference number	RP900830
Date of previous inspection	15 October 2014
Telephone number	01908 216604

Meadow View Day Nursery registered in 1993 and is situated on the outskirts of Milton Keynes. The nursery is open each weekday from 7.30am to 6.30pm for 52 weeks of the year, with the exception of public holidays. The provider receives funding for the provision of free early education for children aged two, three and four. The provider employs 31 members of staff, 23 of whom hold appropriate early years qualifications.

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