

Inspection of Hanslope Pre-School

Village Hall, Newport Road, Hanslope, Milton Keynes MK19 7NZ

Inspection date: 20 January 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Overall, children explore activities that engage and excite them. However, the curriculum is not sufficiently coherent and sequenced to ensure that staff can always successfully build on children's prior experiences. Staff feel that they cannot support children's learning as well as they would like because of their heavy workloads. Despite this, children enjoy their time at the pre-school. Children particularly benefit from group times, which staff manage well. Children sit together and enjoy songs and stories. They are eager to suggest songs to sing and copy actions to rhymes. This helps to broaden children's vocabulary and ignites their interests in books. Children are beginning to become independent in dressing. They have a weekly PE session where they practise changing their clothes and are adept at putting on their coats before playing outdoors. These are important skills children need for when they move on to school.

Staff foster children's personal, social and emotional development well. They provide activities that encourage children to express themselves and their ideas. Children feel confident to talk with others. Staff are quick to identify if children need extra help with their communication and language development and obtain further support. Relationships with families are developing to help provide all children with consistency and continuity in their care and education.

What does the early years setting do well and what does it need to do better?

- Staff say that they have an unmanageable workload. They frequently need to complete children's learning assessments at home and feel this is unsustainable. Staff report this is having a negative effect upon their emotional well-being. In turn, this affects their morale. Staff prioritise meeting children's needs, but feel they must compromise the quality of the care they provide for children.
- Staff do not always find ways to engage with parents and carers who they see less frequently. As a result, they are unable to effectively share information with these families to work successfully together to enhance children's learning.
- The manager develops the intent for the curriculum. However, this is overly complicated and as a result, staff are not fully familiar with what they want and expect children to learn. As staff find observations and assessments burdensome, they do not always make best use of the information they gather to enhance children's progress.
- The outdoor area offers children lots of opportunities to test out their physical skills. Staff encourage children to develop an understanding of risk and challenge. This helps to promote children's good health and emotional resilience. Staff identify when children experience a delay in their development and take effective action to support their progress.
- Staff place a high focus on promoting children's personal, social and emotional

development. This is a strength of the provision. The pre-school provide exciting activities, such as a weekly visit from a therapy dog, that helps to support children who feel anxious.

- Staff prepare children well for starting pre-school. Key people carry out home visits to get to know children. There is a familiar routine, which helps children to know what to expect. Children's behaviour is good and they are settled and happy at the pre-school.
- Staff provide children with diverse imagery and resources that are meaningful for children despite their different home lives and experiences. This is positive for children as they learn about the diverse world that they live in. However, staff do not encourage children's participation in some activities because of their home beliefs. They lack confidence in discussing sensitive issues with parents to ensure all children develop an understanding of different cultures, faiths and celebrations that are important to families.
- Parents discuss how the pre-school is an integral part of the village life. Being able to join the parent run committee and attend fundraising events unites the community. Parents explain it has been particularly helpful for bringing people together and supporting families post COVID-19 restrictions.
- The committee team who lead the pre-school show a strong commitment to making improvements for staff and children.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety is the priority for staff. Staff and committee members understand their roles in keeping children safe. They recognise the signs and symptoms that might indicate that children are at risk of harm. Staff take decisive action to report any concerns to the local safeguarding partners. All staff have had recent training to increase their awareness of safeguarding matters. There are suitable procedures in place to ensure that staff recruitment is safe, ensuring that those who work with children are suitable to do so. Staff are vigilant in supervising children and effective in managing risks. Staff arrange meal times to ensure that children's food allergies are managed well.

What does the setting need to do to improve?

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

	Due date
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ensure that staff have adequate support and supervision, creating a manageable workload that enables staff to feel confident in their role and promotes the needs of children	06/03/2023
establish more productive professional relationships with every family to enable an effective two-way flow of information to support children's learning and development.	06/03/2023

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

- implement a curriculum that has a clearer intent for what children will learn and increase staff's understanding about how they can support children's learning to ensure their good progress
- encourage all children to learn about their differences and understand what makes them unique, promoting respect for different people and their beliefs.

Setting details

Unique reference number	141808
Local authority	Milton Keynes
Inspection number	10269940
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	42
Number of children on roll	45
Name of registered person	Hanslope Pre-School Committee
Registered person unique reference number	RP906628
Telephone number	07977 721755
Date of previous inspection	3 July 2018

Information about this early years setting

Hanslope Pre-school registered in 1996. The pre-school employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 and above. On Monday and Tuesday the pre-school is open from 9am to 1pm. On Wednesday to Friday the pre-school is open from 9am to 3pm, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Marshall-Gowen

Inspection activities

- This inspection was prioritised following a risk assessment process.
- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector discussed the intent of the curriculum and observed its implementation during activities indoors and outdoors and assessed the impact this has on children's learning.
- A joint observation was completed and discussed with the manager.
- During the inspection, the inspector held a meeting with the manager and the chair person. She looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school.
- The inspector spoke with staff and children at suitable times throughout the inspection.
- Parents were invited to share their views with the inspector. Several parents discussed their views during the inspection and the inspector took account of all feedback received.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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