

Stantonfields Pre-School

c/o Wood End First School, Redbridge, Stantonbury, MILTON KEYNES, MK14 6BB



Inspection date

20 October 2017

Previous inspection date

5 January 2017

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Although the manager has put in place a range of measures to monitor and improve teaching, these have not had the impact of raising the overall quality of teaching and outcomes for children to a consistently good level.
- Staff do not provide all groups of children with high levels of challenge and stimulation, including older, most-able children. At times, children do not fully engage and are less interested in learning.
- Staff are not consistently successful in helping children with less developed communication skills manage the different routines throughout the day and join in with a wide range of learning experiences.

It has the following strengths

- The manager has a clear idea of the improvements she still needs to make. She is actively working with other professionals and staff at the attached school to continue to develop and improve the overall quality of the provision.
- Staff use a wide range of successful strategies to engage parents in their children's learning. They make parents feel very welcome and help them to gain a clear understanding of their children's progress. They give parents ideas of how to support children's learning further at home.
- Staff are now far more consistent in supporting children's growing independence. For example, children confidently hang up their coats and find their name cards on arrival. Older children successfully meet their own personal needs throughout the day.

What the setting needs to do to improve further

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

Due Date

- improve the overall quality of teaching and plan activities to more effectively meet the individual needs of children, including the most able, to raise outcomes and ensure children are excited and consistently interested to learn. 10/12/2017

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

- improve support for children with less developed communication skills to enable them to manage changes during the day and take part in a wider range of activities to better promote their well-being and learning.

Inspection activities

- The inspector observed children and staff indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to staff about their understanding of child protection, safeguarding and first aid.
- The inspector spoke to parents and children and took account of their views.
- The inspector looked at documentation, including policies and children's records.

Inspector

Sarah Holley

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The manager takes effective steps to ensure the suitability of those she employs to work with children. Staff know what to do if they are concerned about a child's welfare. The manager now uses a wider range of monitoring and evaluation tools in to assess children's progress, including the use of any additional funding, and the overall quality of the provision. She gives staff regular feedback, guidance and training to help them continue to improve. Although there have been some improvements since the last inspection, the manager recognises that there are still inconsistencies in the quality of teaching and learning, especially for older children. Staff take effective steps to keep children safe. For example, they encourage children to tidy away toys that they have finished using, to minimise tripping hazards.

Quality of teaching, learning and assessment requires improvement

Overall, staff make accurate ongoing assessments of each child's progress. Where they use these well to plan, children are keen to join in and enjoy learning. For example, children learn about size and capacity as they use interesting resources in the water tray. Staff ask thoughtful questions to check children's understanding and develop their communication skills. At other times, the teaching is less effective. Children are not encouraged to make full use of all of the interesting resources on display. Staff do not provide older children with the challenge they need to remain motivated to learn. For example, when older children quickly lose interest in playing with the train track, staff simply ask them to come back to the activity and do not find ways of extending it to effectively engage them or extend their learning. Overall, staff are more successful at capturing children's interest outdoors. For example, they join children in the sand pit and work with them to build tall towers of bricks and children develop their physical skills.

Personal development, behaviour and welfare require improvement

Staff meet children's physical needs well. They make good use of the large outdoor space to ensure children take part in lots of physical activity. For example, children enjoy using wheeled toys, and playing running and chasing games with the staff. Overall, most children are happy and settled, and manage the routines of the day well. However, some children with less-developed language skills become unsettled at times, such as at mealtimes. Staff do not effectively engage them or help these children understand what is going to happen and to be prepared for the change of routine. Overall, children behave suitably for their age.

Outcomes for children require improvement

Overall, most children make steady progress and gain a suitable set of skills for their future learning, including starting school. They learn about the wider world, to share and take turns well. However, due to the inconsistencies in the quality of teaching and the lack of challenge for older children, not all children make as strong progress from their starting points as others.

Setting details

Unique reference number	141805
Local authority	Milton Keynes
Inspection number	1082493
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	32
Number of children on roll	49
Name of registered person	Stantonfields Pre-School Playgroup Committee
Registered person unique reference number	RP517347
Date of previous inspection	5 January 2017
Telephone number	01908 322304

Stantonfields Pre-School registered in 1996. It is in Milton Keynes, Buckinghamshire. The pre-school is open Monday to Friday from 9am to 4.15pm during term time. There are nine staff and, of these, five hold qualifications at level 3 and four are qualified at level 2. The provider receives funding to provide free early education to two-, three- and four-year-old children.

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