

# Filgrave School and Filgrave Nursery

Filgrave School, Filgrave, NEWPORT PAGNELL, Buckinghamshire MK16  
9ET



<b>Inspection date</b>	11 October 2018
Previous inspection date	12 February 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Inadequate</b> Good	<b>4</b> 2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### The provision is inadequate

- The provider, who is also the safeguarding lead, has not kept her own safeguarding knowledge up to date. Other staff also do not have the necessary safeguarding knowledge to keep children safe.
- There are not enough qualified staff to maintain the correct adult-to-child ratios. This lack of qualified staff has a significant impact on the quality of teaching.
- The provider has not ensured that the manager, although holding a recognised childcare qualification, has the skills and knowledge she needs to fulfil the requirements of her role effectively.
- The provider does not monitor staff practice effectively. She does not provide staff with the guidance and support they need to deliver teaching that is consistently good.
- Staff do not plan effectively for the individual needs of each child. There is too little challenge for children to make the progress of which they are capable. The manager is unaware of the need to complete progress checks for children aged two years.
- Self-evaluation and monitoring of children's progress are weak. The provider has not clearly identified or addressed the breaches of requirements and weaknesses in practice.
- Children have few opportunities to learn about different cultures, to support their understanding of diversity.

### It has the following strengths

- Staff are very caring, kind and welcoming to children and their families.
- Children are settled and happy.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that the member of staff with lead responsibility for safeguarding attends training in line with the guidance of the Local Safeguarding Children Board, to have the necessary knowledge to keep all staff understanding up to date	20/11/2018
ensure that all those working with children have a good understanding of all safeguarding matters, including the 'Prevent' duty guidance and wider safeguarding issues, to keep children safe from harm	01/12/2018
ensure that correct staff ratios, including those relating to qualified staff, are followed at all times so that children are appropriately supervised and supported	01/12/2018
provide all staff, including the manager, with the necessary guidance, training and support to enable them to fulfil the requirements of their roles	01/01/2019
improve the overall quality of teaching so that all children receive the challenge and support they need to make the progress of which they are capable	01/01/2019
identify clear next steps for each child's learning and use these assessments well to plan a learning environment and activities that meet their individual needs	01/01/2019
ensure that the required progress checks for children aged two years are completed and shared with parents.	01/01/2019

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

- improve the use of monitoring and self-evaluation to identify and address weaknesses and variations in the quality of practice and children's outcomes, to improve the overall quality of the provision
- improve opportunities for children to learn about the similarities and difference between themselves and others, to support their understanding of diversity.

### Inspection activities

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

**Inspector**  
Sarah Holley

## Inspection findings

### Effectiveness of leadership and management is inadequate

Safeguarding is not effective. The provider and manager do not have a thorough enough understanding of their role in keeping children safe. For example, they are unclear about signs that a child may be at risk from extreme views and lack knowledge of some wider safeguarding issues. The provider does not ensure that staff know that they must inform her of changes to their circumstances that could impact on their suitability. This compromises children's safety and welfare. However, other aspects of their safeguarding knowledge are more secure and they understand how to raise any concerns about a child's welfare. There are other gaps in the provider's knowledge. For example, she is unaware of the need to complete written progress checks for children aged two years, which is important information in identifying any gaps in progress and to which parents are entitled. The provider is also unclear about how to plan effectively for children's individual needs. These gaps in understanding mean that she is unable to monitor fully the effectiveness of the manager in fulfilling the requirements of her role. The provider has, however, identified the need for support and has approached other professionals to provide guidance and help. There is no clear programme of staff monitoring and support. Although staff do have opportunities to attend some training, this has had little impact on the quality of teaching. For example, although the manager has attended training on assessments, she is unclear about how to set appropriate next steps for each child's learning. However, parents praise the kindness of the staff and the warm welcome that they offer to all families. Staff do provide parents with an overview of their child's progress in order to enable them to support children's learning at home further.

### Quality of teaching, learning and assessment is inadequate

The lack of qualified staff, and the gaps in their understanding about how children learn and develop, leads to poor-quality teaching. Although staff make regular assessments about each child's progress, they do not use these well to identify suitable next steps in their learning. For example, staff do not focus enough on younger children's language and physical development. When they identify a need to teach older children to recognise and use numbers, they do not then plan well for this next step. For example, staff provide few opportunities for children to see numbers in the environment. They introduce numbers well beyond children's current capabilities, such as '16' and '28', when children are not yet recognising numbers from one to five. When staff ask children questions, such as to name colours, they do not give them enough time to answer. Staff supervise children closely and, overall, children are busy and happy. However, the weaknesses in teaching and planning mean that children do not stay focused for long on activities. They often engage in repetitive play and staff do not intervene enough to effectively build further on their existing skills. However, there are times when teaching and learning are more effective. For example, staff read to children to help develop their early literacy skills. Children enjoy using their imaginations to re-enact routines from home, such as ironing and cooking dinner.

### Personal development, behaviour and welfare are inadequate

Children's welfare and safety cannot be assured due to the significant weaknesses in staff safeguarding knowledge. In addition, although resources are safe, they are not

used well to provide children with the stimulating and challenging environment that they need to engage in prolonged periods of meaningful learning. However, staff are very warm and welcoming to children. They are kind, courteous and reassuring, and they show a real interest in children's home lives. Staff meet children's care needs well, providing daily opportunities for fresh air, offering healthy snacks and noting when younger children need to sleep.

### **Outcomes for children are inadequate**

Although children make generally good levels of progress, these cannot be attributed to their time at nursery, due to the weaknesses in teaching. Children do gain some useful skills in preparation for starting school. For example, they learn about the importance of following good hygiene routines and some useful self-help skills. Children learn to behave well and are very polite. However, their progress is hampered by inaccurate teaching. For example, children gain an inaccurate understanding of the different sounds that letters represent. They have few opportunities to learn about cultures other than their own.

## Setting details

<b>Unique reference number</b>	EY410448
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	10060718
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	1 - 3
<b>Total number of places</b>	28
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	Gray, Karen Dawn
<b>Registered person unique reference number</b>	RP908755
<b>Date of previous inspection</b>	12 February 2015
<b>Telephone number</b>	01234711534

Filgrave School and Filgrave Nursery registered in 2010. The nursery operates five days a week during term time only, from 8am until 3.30pm. It employs three staff to work with the children. The manager holds a relevant childcare qualification at level 3. Other staff are unqualified.

This inspection was carried out by Ofsted 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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