

# Childcare Pathways

M K Christian Foundation, Aylesbury Street, Wolverton, MILTON KEYNES  
MK12 5HX



<b>Inspection date</b>	25 February 2019
Previous inspection date	12 May 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of 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 is a provision that requires improvement

- At times, the lack of effective organisation and deployment of staff, including the manager and trainees, means that the quality of teaching is variable. Children do not make the progress of which they are capable.
- Although supervision meetings take place, they do not always have a positive impact on the quality of teaching and daily experiences of children in the setting.
- Although members of the management team have a plan for continuous improvement, they have not accurately identified all areas where practice is weak.
- Staff do not always make the best use of opportunities to enable children to practise their early writing skills. This does not help children to develop a range of skills in readiness for school.
- Staff have not fully considered how the daily routine occasionally interrupts children's play. This impacts on children's engagement and well-being.

### It has the following strengths

- Since the last inspection, staff have increased opportunities for children to have more fresh air and exercise. For instance, children go for walks in the local area and visit the park and the local farm. This helps children to develop their physical skills.
- Staff develop positive relationships with professionals from other settings, such as the local children's centre. This helps staff to support parents and families and consistency of care.

## 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
improve staff deployment arrangements and ensure that all staff and trainees understand their roles and responsibilities at all times	01/04/2019
ensure that support, coaching and training for staff and trainees help them to improve their ability to deliver consistently good-quality learning experiences for children.	01/05/2019

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

- improve the self-evaluation process to identify and address the most appropriate areas for improvement
- consider how to extend opportunities for children to develop their early writing skills
- strengthen the organisation of daily routines to help children become deeply involved in their activities at all times.

### Inspection activities

- The inspector had a tour of the setting.
- The inspector observed the quality of staff's interactions with children during activities indoors and outdoors.
- The inspector completed a joint observation with the manager of the setting. She met the director and discussed ongoing suitability checks and notifications made to Ofsted.
- The inspector looked at a range of documentation and spoke to the manager about how he evaluates the effectiveness of the provision. She also checked evidence of staff suitability.
- The inspector spoke to the parents, staff and children at appropriate times during the inspection.

### Inspector

Lisa Dailey

## Inspection findings

### Effectiveness of leadership and management requires improvement

Safeguarding is effective. Staff and trainees have a secure understanding of the procedures to follow should they have a concern about children's welfare. Staff implement procedures to minimise risks to children on outings. For instance, when walking to and from the farm they count children at regular points. However, arrangements for staff deployment, supervisions and professional development are not fully effective. For example, at times staff and trainees are unclear about their roles. Trainees lack experience and require direction from qualified staff. This takes the attention away from children too often and disrupts their learning. Staff do not recognise the impact that this has on children. However, members of the management team monitor children's development suitably well. They analyse the progress of different groups of children and use this information to target any gaps in planning.

### Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Staff encourage children to make their own decisions and choose how much soil they need to scoop into pots to grow cress seeds. They encourage children to decide how much water to squirt into their pots to help the cress to grow. However, at times staff do not challenge and extend children's learning well. For example, they do not provide opportunities for older children to attempt to write their own names to label their cress pots. On occasions, staff stand and watch, visibly missing opportunities to interact with children and challenge their thinking. Nonetheless, staff develop partnerships with parents suitably well and seek their views. For instance, following a parent questionnaire, staff now discuss children's day in greater detail at collection time. Staff find out about children's starting points upon entry. They know their key children well and the progress they make. They plan suitable learning opportunities to help children to work towards their next steps.

### Personal development, behaviour and welfare require improvement

Staff use positive strategies to support children's behaviour suitably well. For example, they encourage children to express their feelings and support them to resolve problems. Children behave well. However, staff and trainees do not fully consider the impact of routines on children's learning. For instance, trainees interrupt children's play and take them to change their nappies when they show that they are not happy to leave. This does not help children to form positive attachments. Children sometimes sit waiting for others for long periods before activities can begin. This impacts upon their enjoyment of learning. Nevertheless, staff provide suitable opportunities for children to learn about people and communities. For example, they arrange for visitors, such as the police, to come in and talk to children about how they help others.

### Outcomes for children require improvement

Due to the weaknesses in teaching, children do not make the progress of which they are capable. They develop some of the skills to prepare them for the next stages in their learning. Children use their imaginations and play with others in the role-play kitchen. They develop their physical skills and pour water from one container to another. Children enjoy sharing books and sit and look at them with their friends.

## Setting details

<b>Unique reference number</b>	EY456775
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	10064856
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 7
<b>Total number of places</b>	35
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Milton Keynes Christian Foundation Limited
<b>Registered person unique reference number</b>	RP521762
<b>Date of previous inspection</b>	12 May 2016
<b>Telephone number</b>	01908525085

Childcare Pathways registered 2013. It offers creche and holiday play scheme facilities. The creche is open Monday to Friday from 9am until 3.30pm, all year round. The holiday play scheme operates during all school holidays. The creche accepts funding for the provision of free education for children aged two, three and four years. It employs three staff, all of whom hold relevant qualifications between levels 3 and 6.

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