

# Inspection of Bradwell Pre-school

Bradwell Memorial Hall, Vicarage Road, Bradwell, Milton Keynes, Buckinghamshire  
MK13 9AG

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Inspection date: 18 May 2021

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous  
inspection

Requires improvement

## What is it like to attend this early years setting?

### The provision is inadequate

The manager can discuss her intentions for the curriculum for children. However, the manager and staff do not implement all aspects of the curriculum well. At times, some children's behaviour disrupts the environment, and makes it unsafe. Strategies to support these children are not effective or put into place swiftly enough by staff. Adults continually have to divert their time and attention away from children's learning activities to manage some children's dangerous behaviour. As a result, activities are frequently disrupted and do not meet children's needs well. On occasion, staff do not encourage children to take part in activities or provide them with opportunities to express themselves and their feelings. The manager plans how staff will support children with English as an additional language (EAL) and children with special educational needs and/or disabilities (SEND). Children with EAL make good progress in their learning and staff support them effectively.

Relationships with parents are still developing and not effective. Staff do not consistently share information with them in a timely manner or accessible way, to enable them to support children at home. Despite these weaknesses, the provider, manager and staff team care about children and are eager to improve the setting.

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

- The manager intends for children to develop their confidence through the curriculum. However, at times, the activities staff provide do not successfully promote this. Furthermore, on occasion, staff speak for children rather than encouraging them to speak up and assert themselves within group activities. When children lose interest in group activities, staff do not acknowledge them or encourage them to talk about this. At times, this leaves some children lying on the floor with nothing meaningful to do.
- Staff sit with children and read them stories. They support children's learning positively at these times. However, these good interactions are continually disrupted. Staff are unable to meet the needs of children as behaviour management is ineffective. Staff interactions with children are constantly diverted into trying, unsuccessfully, to manage children's poor behaviour.
- Staff are unable to find effective ways to support all children. Some children behave in ways that are a danger to themselves and others. For example, they climb on toys and other children. Children pull on staff causing them to nearly fall on children. Group times are disrupted by children shouting and there are continual disputes that leave some children appearing worried and anxious. The provider and manager recognise the negative effect this has on everyone in the setting but have been unsuccessful in addressing the issue.
- Relationships with parents are poor. Staff do not communicate in ways that all parents find accessible. For example, the setting uses a mobile telephone

application to share information about children's learning. Not all parents know how to use this and, as a result, are not sure what their children are learning or how they can support them at home. Staff do not swiftly inform parents of important changes, such as when their child has a new key person. Therefore, parents do not know who they can talk to about their child. Staff do not successfully plan consistent ways of managing children's behaviour with their parents. Consequently, behaviour management is not effective in some cases.

- The provider identifies some areas of the setting for improvement. She has made some recent changes to ensure that staff have supervision sessions to support their continual professional development and to motivate them in their work. Staff undertake training and are supportive of each other.
- During a dough making session, children sit around a table and staff support them well. Staff talk about the activity and encourage children to recognise the changes happening to the dough. Staff use descriptive words and ask children questions. This helps to promote children's language skills. Children use different words to describe the sticky dough they squeeze with their fingers.
- Staff help children to manage their personal needs well. Children know the routine they need to follow in the morning and staff are effective in ensuring that they promote children's good health. Children play outdoors with equipment that helps to support the development of their physical skills. Children particularly enjoy scooting on bicycles together.

## Safeguarding

The arrangements for safeguarding are not effective.

Staff's inability to manage children's behaviour contributes towards an unsafe environment for children. However, despite this weakness, staff have a clear understanding about their responsibility to identify and report any concerns about children's welfare. New measures, such as the introduction of safeguarding lanyards for staff, help remind staff of how they can share any concerns with relevant professionals. The provider uses safe recruitment measures to rigorously check the suitability of new staff. Staff undertake regular safeguarding training and the manager reviews the effectiveness of this through questioning and individual support for staff. Staff know about the work of the local safeguarding children partnerships.

## What does the setting need to do to improve?

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

	<b>Due date</b>
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increase staff knowledge and skills to ensure they implement effective ways to support children's behaviour	30/06/2021
ensure relationships with parents are effective in sharing information and communicating children's progress	30/06/2021
ensure staff have sufficient knowledge of the curriculum to provide activities that support children's confidence in asserting themselves and discussing their thoughts and feelings.	30/06/2021

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

- improve support for children, so that staff are able to effectively implement their plans for learning.

## Setting details

<b>Unique reference number</b>	EY560251
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	10146401
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	11
<b>Name of registered person</b>	Jegajeevan, Thanureka
<b>Registered person unique reference number</b>	RP904897
<b>Telephone number</b>	07999241676
<b>Date of previous inspection</b>	11 February 2020

## Information about this early years setting

Bradwell Pre-school registered in 2018. The pre-school is situated in the Bradwell area of Milton Keynes, Buckinghamshire. It is open Monday to Friday, from 9am until 2.30pm, term time only. There are three members of staff, all of whom hold relevant childcare qualifications at level 3. The pre-school receives funding for children aged two, three and four years.

## Information about this inspection

### Inspector

Hayley Marshall-Gowen

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- A joint observation was completed with the manager.
- The inspector held a meeting with the manager and the provider. She looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school.
- A small number of parents shared their views with the inspector during the inspection and the inspector took account of their views.

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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