

# Inspection of Northern Pastures Pre-School

St. Lukes Church, Wolverton Road, NEWPORT PAGNELL, Buckinghamshire MK16 8JQ

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Inspection date:

5 October 2021

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Good

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

### The provision is inadequate

Children's experiences at the pre-school are affected by the committee, who lead the setting. The committee is the provider and has the overall responsibility for the operation of the pre-school. Those that make up the committee lack awareness of their roles and responsibilities and, therefore, children are not adequately safeguarded. Although there are strengths in staff teaching, the lack of effective leadership has an impact on the quality of the education provided.

Overall, children enjoy a range of activities that, generally, support their learning and help them to make steady progress. Children with special educational needs and/or disabilities progress well at the pre-school.

Children enjoy playing with equipment outdoors that helps them to develop their physical skills. For example, they play imaginatively in the mud kitchen and use hoops and bicycles. Staff support children's communication and language skills suitably. They introduce children to new words and name items as children begin to broaden their vocabulary. When staff identify a delay in children's communication skills, they act swiftly to provide additional support for them.

Although the staff who work directly with children know how to keep them safe, weaknesses in the pre-school's leadership compromise children's safety. Despite this, children display positive self-esteem and confidence at the pre-school.

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

- The committee does not have sufficient knowledge to safeguard children. The previous committee team have left their roles and there has not been an effective handover. The new committee, although highly motivated, lack an understanding of requirements. They are currently working with the local authority to access training to improve their understanding. However, currently, they do not possess the skills and knowledge required to keep children safe.
- Safeguarding policies and procedures are unclear and fail to identify what the committee's responsibilities are. This further hinders the committee in understanding the ways that they need to act, in order to keep children safe.
- There are unrealistic expectations of the manager, who has not received sufficient supervision and support. In the absence of a strong and effective committee, the manager has taken on many leadership duties. This has increased her workload, making it unmanageable. It takes her time away from working with the children and supporting staff in putting the curriculum into action. The committee does not have the capacity to review the curriculum and support the manager and staff in improving their effectiveness.
- On occasion, there are very narrow intentions for children's activities that do not

match their learning needs. Staff do not always recognise the wider aspects of learning that are taking place and draw activities to a close before children can fully benefit from the experience.

- Parents praise the staff for the close relationships they form with children. From the start, staff place a high importance on developing the key-person relationship. Children visit the setting to help them to settle and staff visit children's homes to get to know them. This helps to create an environment where children feel secure in the care of the staff.
- Staff at the pre-school are still developing their confidence in putting a new curriculum into place. All understand the general intentions for what children will learn. The staff focus on helping children to be independent and find their voice as they play and learn.
- Staff quickly identify when children need extra help with their learning. They work effectively with parents and target their teaching to support children. Staff recognise the small steps children make in their progress and celebrate their achievements.
- Staff encourage children to learn about the area where they live. They go on outings, such as to the local shopping centre, to increase their awareness of the people and places that make up their community.
- Children behave well. Staff help children to understand about ways to keep themselves safe, such as ensuring that they walk and not run when they are inside the hall. Children show concern and care for others. They play together well and are willing to share toys.

## Safeguarding

The arrangements for safeguarding are not effective.

The committee members lack awareness of the local safeguarding partners procedures. As a result, they do not understand how to protect children's welfare. In addition, the pre-school's safeguarding policies and procedures are not effective. They do not provide sufficient guidance for the committee to enable them to implement procedures effectively. The committee members do not know the correct action to take should there be an allegation made to them about a member of staff. They do not know where to store their mobile telephones while at the setting. Consequently, this poses a risk to children. Despite these significant weaknesses, staff working with children understand the signs and symptoms that might indicate that children are at risk of harm. They know how to report concerns to the relevant professionals.

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

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

	<b>Due date</b>
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ensure committee members gain knowledge of their roles and responsibilities in relation to safeguarding children, specifically when managing allegations against staff, to ensure that children are kept safe at the setting	01/12/2021
implement policies and procedures that clearly identify everyone's role in safeguarding children and how to protect them from harm	01/12/2021
ensure the committee supervises the work of the manager, leading to a realistic and more manageable workload	01/12/2021
develop committee knowledge of the learning and development requirements, so that they can effectively monitor and support the staff to deliver the curriculum.	01/12/2021

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

- ensure that there is a clear and achievable focus for learning so that children fully benefit from planned activities.

## Setting details

<b>Unique reference number</b>	EY445082
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	10207509
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	17
<b>Name of registered person</b>	Northern Pastures Pre-School Committee
<b>Registered person unique reference number</b>	RP910422
<b>Telephone number</b>	07905 450816
<b>Date of previous inspection</b>	4 October 2016

## Information about this early years setting

Northern Pastures Pre-School registered in 2012. It operates from St Luke's Church Hall in Newport Pagnell, Buckinghamshire. It opens Monday to Friday from 9am to 12 noon and 12 noon until 3pm, during term time. The setting employs four staff. Three staff hold appropriate early years qualifications, including the manager and deputy who are degree qualified. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports a number of children with special educational needs and/or disabilities.

## Information about this inspection

### Inspector

Hayley Marshall-Gowen

## Inspection activities

- This was the first routine inspection the setting 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 and discussed with the manager.
- During the inspection, 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.
- 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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