

# Inspection of Eaglestone Pre-School

The Activity Centre, 2 Harriers Drive, Milton Keynes, Buckinghamshire MK6 5BZ

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Inspection date: 19 October 2021

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children benefit from well-planned transition procedures and they develop good relationships with staff. This helps them to feel safe and secure. New children now happily separate from their parents and eagerly explore the play opportunities staff provide. For example, children develop their physical skills. They learn to use tools and equipment, such as spoons and scissors. They explore natural resources, such as pumpkins, carefully scooping out their flesh and using the seeds in their imaginary baking activities.

Children take part in a range of worthwhile learning experiences, which staff plan to develop their communication skills. Staff use every opportunity well to help children to use new words. For example, children play imaginatively pretending to be doctors. They practise using new words in their play, such as 'hot', 'cold' and 'temperature', as they look after their patients. This is helping to develop children's vocabulary in preparation for the next stages in their learning.

Children receive consistent support to help them develop an understanding of right and wrong. For instance, staff use picture cards effectively to help children understand that they need to use 'kind hands'. This helps children to learn how to play with their friends.

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

- Staff have a very clear understanding of what they want children to learn and how they will support this. For example, the majority of children who attend speak English as an additional language. All pre-school staff consistently use visual supports, such as picture cards, and strategies, such as modelling sentence structures, to help children develop their spoken language. Staff skilfully comment on children's play and echo what they say. Children begin to copy these examples. For instance, they address staff by name and use picture cards to communicate their needs, for example when they are ready for their snack.
- The manager develops positive partnerships with parents. She helps parents to follow procedures to get help from professionals, such as speech and language therapists. She then acts upon their advice swiftly. The manager recognises when parents who speak English as an additional language need support themselves. She works alongside local services, such as children's centres, to signpost parents to courses to develop their language. This in turn is helping children with additional needs, and those who speak English as an additional language, to make good progress from their starting points.
- Children enjoy the snack time routine. For example, washing their hands and carrying their food to the table. Staff use this time well to engage children in

conversations. However, they do not use these opportunities fully to extend children's understanding of how to lead a healthy lifestyle and recognise why this is important.

- The manager has a positive attitude to further improvement. She supports her staff team well, for example through peer observations and staff supervisions. Staff report that they have clear targets and support to help them achieve these. The manager has high regard for work-life balance and staff well-being. She has worked well with her team to reduce unnecessary paperwork. Staff report that this is helping them to focus even more on children's learning.
- Staff support children well to learn how to share toys and play with their friends. For example, they respond swiftly to situations where children need help to manage their behaviour. They use picture cards and gestures effectively to help children learn how to share and be kind. Children go on to play cooperatively with others. For instance, they take turns to hold containers while their friends tip water into them as part of their play.
- Children benefit from plenty of opportunities for fresh air and exercise. However, staff do not fully consider how to use routine times, such as getting ready to go outside, to teach children to manage simple tasks independently, such as organising their belongings and putting their coats on.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff have a good understanding of their responsibility to protect children's welfare. They have a secure knowledge of signs and symptoms of abuse, including radical and extreme views and behaviours. They are aware of safeguarding risks in their local area and are familiar with local safeguarding partnership procedures for referring concerns. Staff ensure that the environment is safe for use each day. For instance, they complete regular risk assessments and make adaptations well to minimise risks to children. Children develop an understanding of how to keep themselves safe, for example by practising procedures for evacuation in the event of an emergency.

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

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

- develop opportunities to help children learn how to lead a healthy lifestyle and understand why this important
- review practise and increase opportunities for children to learn how to be independent and take responsibility for organising their own belongings.

## Setting details

<b>Unique reference number</b>	2509323
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	10207785
<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 at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	Nawaz, Shabana
<b>Registered person unique reference number</b>	2509322
<b>Telephone number</b>	07936383978
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Eaglestone Pre-School registered in 2019 and operates from a community centre in Eaglestone, Milton Keynes. The pre-school opens from 9am to midday, and from midday to 3pm, Monday to Friday. The pre-school employs four staff who work with children. Of these, one holds an appropriate qualification at level 6, one holds level 3 and two hold level 2.

## Information about this inspection

### Inspector

Lisa Dailey

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to parents and carers and considered 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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