

Inspection of Bradwell Pre-school

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

Inspection date:

16 November 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

The manager has started to develop her intentions for the curriculum. However, this is mainly based around individual planned activities, rather than the knowledge and skills she would like the children to learn while at the setting to ensure they are ready for the next stage of learning. She has recently introduced a new process to support the planning of the curriculum. This allows the children to share their interests within pre-school. However, there is not enough focus on what they want children to learn based on what children already know and can do, and to ensure they can build knowledge and skills sequentially.

Children develop independence skills as they confidently make choices in their play and the activities they participate in. They arrive happily and greet staff and their friends warmly. The learning environment is welcoming and designed with the children in mind and is generally a safe and secure environment.

Children are enthusiastic and participate in the activities on offer and concentrate well. They are confident, for example as they greet visitors eagerly and communicate with them. Children share the things that interest them, such as large wheeled trucks and mark making with paints. They are beginning to develop a love of books and reading as they share stories with staff both individually and at group time.

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

- The provider does not have an effective overview of the strengths and weaknesses of the setting to support the manager effectively or to drive further improvement. However, the manager displays effective leadership and management skills and her team report that they are well supported by her. They receive regular meetings, peer observations and feedback from the manager so they know what they need to work on to improve practice. However, these do not reflect the weaknesses identified through inspection. The manager has addressed the actions and recommendations from the last inspection effectively to ensure the setting has made some improvements.
- Children behave well and learn appropriate behaviours as they receive reminders from staff, for example to use their 'walking feet' and to share resources with their friends. Children also talk about their feelings through the use of 'family books' and puppets to support their emotional well-being.
- Staff know the children well and understand their individual needs. In spite of this, the quality of teaching in the pre-school to support children's learning is inconsistent. Staff do not fully understand how to provide challenge to children, for example giving them the opportunity to think for themselves about how they might do something or to problem-solve. Additionally, they do not yet use

questions effectively or give children time to think and respond.

- Children demonstrate that they love being outside and show great excitement, squealing and smiling broadly as they play. They access a safe and secure garden which offers them opportunities to practise their large motor skills and be physically active. They balance on a wooden platform, spin hoops and play with balls.
- Children experience numbers during everyday activities, for example when they count their friends and the staff at circle time. They also build towers with wooden bricks and count the bricks '1,2,3' as they go. Children also explain how they will plan to build a small tower and not a 'big one'.
- Children with special educational needs and/or disabilities (SEND) receive effective support. Their key persons know them well and work closely with parents and other professionals to ensure they receive the additional help they need to make progress in their learning, for instance with their communication and language skills. Staff use actions and simple words well to support children's communication and development of early language.
- Parents express that their children have made good progress since joining the setting and that they feel supported to help their children learn. Parents of children with SEND feel particularly well supported, for example to access the help of professionals and to seek appropriate diagnosis for their children to support their learning and future progress. Parents receive regular feedback and information about the setting and their children's learning through communication books, daily verbal feedback and an online platform. This helps them to feel involved and included.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their roles and responsibilities in relation to keeping children safe. The manager ensures that they all complete relevant training and update their knowledge of safeguarding regularly. The manager also carries out regular quizzes and spot checks to check staff's understanding. Staff understand the appropriate procedures to follow should they have concerns about a child or adult, to safeguard children. The manager and staff have an awareness of wider safeguarding issues such as extremism and exploitation. Staff are beginning to support children to understand how to keep themselves safe online and the sites they can access safely.

What does the setting need to do to improve?

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

	Due date
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implement an effective early years curriculum based on what children already know and can do, to support their learning and preparation for school	07/12/2021
improve staff teaching to ensure this is consistent and provides challenge to children to think for themselves and problem-solve, so they make the best possible progress in their learning.	07/12/2021

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

- further improve staff teaching to ensure they give children time to respond to any questions they ask.

Setting details

Unique reference number	EY560251
Local authority	Milton Keynes
Inspection number	10197108
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	9
Name of registered person	Jegajeevan, Thanureka
Registered person unique reference number	RP904897
Telephone number	07999241676
Date of previous inspection	18 May 2021

Information about this early years setting

Bradwell Pre-school registered in 2018 and is situated in Bradwell, Buckinghamshire. The pre-school is open Monday to Friday from 9am until 2.30pm during term time only. There are four members of staff. Of these, three hold relevant childcare qualifications at level 3 and one holds level 2.

Information about this inspection

Inspector
Clare Perry

Inspection activities

- The inspector discussed any continued impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- 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 manager and the inspector carried out a joint observation of a planned activity.
- Parents shared their views of the setting with the inspector.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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