

# Inspection of Maids Moreton Pre-School

Avenue Road, Maids Moreton, Buckingham, Bucks MK18 1QA

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Inspection date: 2 March 2022

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<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

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**

The poor knowledge and organisation of the trustees who lead the pre-school undermines the good work of the manager and staff in supporting children's learning and development. Trustees do not monitor or review the curriculum. Despite this, children follow a curriculum that helps to boost their personal, social and emotional development and meets their needs well. Children who have special educational needs receive excellent support. Staff have an extensive knowledge of each individual child. Their astute observations enable them to identify exactly how to target their support for children. As a result, all children are making good developmental progress. Children learn about letters as they develop literacy skills. They take part in exciting activities as they learn about letter sounds. For example, during the inspection, children cut up spaghetti and compared this to snakes. Staff introduced them to lots of words that start with the letter 's' to broaden their vocabulary. Children copied these words and started to use them to describe the 'slippy, squelchy' spaghetti.

Children behave well at the pre-school. There are several periods of change during the day as children arrive and leave. Staff manage these well. Children show their excitement as they arrive and staff greet them warmly. If children do arrive at the setting upset, they settle quickly with staff support.

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

- The trustees do not follow requirements in relation to checking the ongoing suitability of members. They lack understanding of safeguarding requirements and do not know what information must be shared with Ofsted. Therefore, they cannot maintain the safe and effective running of the pre-school.
- Weaknesses in the trustee team have had an ongoing negative impact on the pre-school. Trustees still do not have a good understanding of their responsibilities, despite this being a weakness identified previously. As a result, they do not have the capacity to oversee the curriculum or support the manager in her role. However, very recently, they have started to work with the local authority and recognise they need to recruit and improve the leadership team.
- The manager is dynamic and committed to her role. Staff are highly qualified and knowledgeable, and they work together as an effective team. However, the manager's workload is excessive and involves many duties that are outside of her role. This is because the trustees do not possess the knowledge and ability to do these duties themselves. This has a negative impact upon the pre-school as it takes the manager away from interacting with the staff and children and focusing upon delivering the curriculum.
- Staff promote children's communication and language skills well. They talk to children and children are keen to talk and share their view. However, on

occasion, staff do not build on children's understanding by encouraging them to talk about what they already know.

- There is a well thought-out curriculum for children. This focuses on supporting children to develop their personal, social and emotional development. The manager recognises that children need extra care, nurture and support after the COVID-19 period. Staff work collaboratively with parents and other professionals to support children's individual development.
- Staff explain rules to children, such as, why they must not climb on tables. Staff are gentle and encouraging, helping children to understand why some actions are unsafe. Staff interact positively with children. They encourage them and praise them during activities, which helps to boost children's self-esteem.
- Outdoors, children enjoy mixing materials together and pretending they are making cement. Staff recognise that some children do not have access to a garden, so these activities are particularly important in fostering all children's enjoyment of getting dirty as they learn outdoors.
- Children learn about themselves and the world around them. There is a home corner where children can act out their ideas and learn about others. This helps to create an environment where children feel welcome.
- Staff broaden their understanding by undertaking training about international approaches to children's development. This has recently led to the development of more cosy areas where children can cuddle up and staff can support children's emotional well-being.

## Safeguarding

The arrangements for safeguarding are not effective.

The safeguarding knowledge of the manager and staff is secure. They know how to recognise signs and symptoms that indicate a child might be at risk of harm. Staff understand what action they must take to refer any such concerns to the local safeguarding children partners. However, the trustees have insufficient knowledge of safeguarding. They are not clear on their responsibilities and do not implement effective procedures. They do not check the ongoing suitability of trustees and ensure that required Disclosure and Barring Service checks are up to date. Although they do not have day-to-day contact with children, they work in a position of trust so this compromises children's safety.

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

**The provision is inadequate and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	<b>Due date</b>
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introduce robust procedures to check the ongoing suitability of the trustees and all those involved in the running of the pre-school	16/03/2022
ensure that the trustees possess the knowledge and skills that they need to successfully lead the pre-school.	16/03/2022

## Setting details

<b>Unique reference number</b>	EY476044
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10229970
<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>	41
<b>Name of registered person</b>	Maids Moreton Pre-School
<b>Registered person unique reference number</b>	RP533555
<b>Telephone number</b>	01280 824989
<b>Date of previous inspection</b>	17 December 2018

## Information about this early years setting

Maids Moreton Pre-school registered in 2014. The pre-school employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above, including the manager who has a qualification at level 6. The pre-school opens from Monday to Friday term time. Sessions are from 8am until 4pm. 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 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 inspector discussed the curriculum and observed the implementation of it through teaching activities indoors and outdoors. The inspector assessed the impact this has on children's learning and development.
- A joint observation was completed and discussed with the manager.
- During the inspection, the inspector held a meeting with the manager and the trustee. 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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