

Inspection of Bradwell Common Pre School

125 Bradwell Common Boulevard, Bradwell Common, Milton Keynes,
Buckinghamshire MK13 8DY

Inspection date: 27 April 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are settled, happy and confident at pre-school. They eagerly and easily access a variety of engaging resources and activities. These are set out ready for the children based on their interests. Children enthusiastically learn about similarities and differences. For example, they create Eid mobiles and talk about what they know about Eid. They enjoy learning about each other's culture and special celebrations, such as Diwali and Christmas.

Children enjoy access to a large garden area where they gain good physical skills and learn what their bodies can do. For instance, they enjoy climbing and running around large outdoor equipment. Children are polite and behave well. They understand daily routines and expectations in the pre-school. All children build and form meaningful relationships with their peers and staff. They have a good sense of belonging and are confident in finding and putting away their own belongings. Children are starting to recognise their names and those of their friends. This is helping to support early literacy skills.

Children develop a good understanding of healthy lifestyles. Hygiene practices are well embedded. For instance, children know to wash their hands before eating and after being outside. Communication and language are a focus in pre-school. Children become immersed in books and stories, along with songs and rhymes. Children develop their literacy skills and love of books as they listen to stories being read aloud and learn new words. They enjoy moving their bodies and singing along to action songs and nursery rhymes.

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

- Staff establish a secure and trusting relationship with all children. This helps children to develop a good sense of belonging. Staff know each child well and their starting points. This helps staff to plan activities that are engaging and will extend children's learning, such as making Eid mobiles.
- All staff establish positive relationships with parents. Staff offer parents regular feedback of children's progress and areas to work on at home to support next steps in learning, including through sharing daily diaries. Children enjoy taking books home to share with parents. This helps to support children's literacy skills and their love of books.
- Staff support children with special educational needs and/or disabilities well. They listen to parent concerns and seek advice promptly from the inclusion team to meet the needs of children. They recognise and identify any concerns early on and work closely with the local authority to get additional support as needed.
- The manager has an ambitious curriculum for the children, and effective planning provides learning opportunities for the individual needs of the children.

However, there are times when staff do not use opportunities to extend other areas of children's learning outdoors.

- The manager shares information and ideas to support staff planning and children's progress. She provides some feedback for staff to help them to improve practice. However, feedback is not always specific enough to help the individual staff improve skills and knowledge further. Consequently, there are some variations in the quality of education across the pre-school. For instance, not all staff are clear on how they can extend children's learning outside.
- Children understand and know the routines of pre-school and behave well. They can share and take turns independently, such as lining up behind each other to have a turn on the slide. Children are supported in developing social skills through small-group activities to build on what they can do and their next steps.

Safeguarding

The arrangements for safeguarding are effective.

All staff and the manager have a good knowledge and understanding of their role and responsibility in protecting and safeguarding children. They have a secure knowledge in child protection procedures, including who and how to report any concerns to. Staff carry out regular risk assessments and include the children in some of these. They teach children about risk and how to manage it as they explore and play. All staff are trained effectively in safeguarding and are aware of issues within the community. They use this knowledge to raise awareness with parents and inform them of how to report any concerns they may have.

What does the setting need to do to improve?

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

- develop the planning of experiences outside so that it is effective in helping those children who prefer to learn outdoors
- formalise supervisions to enhance professional development and knowledge, evaluating practice to plan effectively for the outdoor area.

Setting details

Unique reference number	141875
Local authority	Milton Keynes
Inspection number	10228266
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	35
Number of children on roll	42
Name of registered person	Bradwell Common Playgroup Committee
Registered person unique reference number	RP517355
Telephone number	07785 781731
Date of previous inspection	21 February 2017

Information about this early years setting

Bradwell Common Pre School opened in 1984. It operates from a community centre in Bradwell Common, Milton Keynes. The pre-school is open during term time only on Monday, Tuesday and Thursday from 9am to 3pm, and on Wednesday and Friday from 9am to midday. It is run by a voluntary committee. The nursery receives funding to provide free early education for children aged two, three and four years. There are five members of staff who work with the children. They all hold relevant qualifications to at least level 3, and the manager has a qualification at level 4.

Information about this inspection

Inspector

Lisa Robinson

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 and inspector carried out a learning walk, discussing the provision and educational goals for the children.
- The inspector met with parents to gather their views.
- A leadership and management meeting was held to review relevant documentation.
- The inspector observed the children at play inside and outside.
- The manager and inspector carried out a joint observation to evaluate staff practice.
- The inspector discussed safeguarding procedures with all staff.

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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