

Inspection of Stantonfields Preschool

Great Linford Primary School, St Leger Drive, Great Linford, Milton Keynes,
Buckinghamshire MK14 5BL

Inspection date: 19 July 2022

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

What is it like to attend this early years setting?

The provision is good

Children enjoy attending the pre-school and arrive at the start of the session with enthusiasm. Children are busy and energetic in their play. They enjoy group times where they learn new things, such as the sounds that different animals make. When children play outdoors, they persevere blowing bigger and bigger bubbles and delight in using water spray bottles. These activities stimulate their imagination. Children have ample opportunities to practise their physical skills as they play. They cut fruit using safety knives and learn about how to use tools safely, holding them correctly and effectively. Outdoors, children balance and climb as they strengthen their larger muscles. Children are learning about how to lead healthy lifestyles. Staff explain to them about how to stay safe when they play in different weathers and how to look after their teeth. Children know good hygiene routines and follow them instinctively, such as washing their hands before they sit down to eat.

Children learn about each other and show care and consideration for how others feel. They show maturity in understanding each other's needs. There are effective strategies for supporting children's behaviour and all behave well in the calm and orderly environment of the pre-school. Staff display pictures of children's families which promote conversation about what makes children and their families unique.

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

- The curriculum for children is fluid and adaptable. As a result, staff quickly adapt the curriculum to children's changing needs. For example, staff recognise that children needed extra support with their personal, social and emotional skills after experiencing some isolation during the Covid-19 pandemic. The curriculum intent centres on supporting children to develop their social skills, work together and learn to focus and concentrate.
- All children are welcome in the inclusive and caring pre-school. All children, including those with Special educational needs and/or disability, and English as an additional language, thrive and make good progress.
- Children who speak English as an additional language make excellent progress in their communication and language development. Staff model language well, expanding on children's vocabulary by introducing them to new words. All children communicate effectively. When children's speech is limited, staff's excellent knowledge of children means they understand their wants and needs through reading their body language.
- Staff implement the curriculum well and activities are generally well thought out. However, on occasion, staff do not expand on children's understanding and build on what they know. For example, children look at plastic mini beasts, but cannot study them closely as the magnifying glasses staff provide are cloudy and

therefore, do not work. Children do not learn that they might be able to find real mini beasts in the wood pile. Therefore, they do not develop their learning and eventually children lose interest in the activity.

- Staff know children very well and recognise when they need to adapt the daily routine to help to manage children's behaviour. For example, staff recognise that when children flow freely in and out of the outdoor area they quickly run around and lose focus and purpose in their play. They address this by providing shorter activity times and this helps to stimulate children's concentration. The manager explains changes have been effective in engaging children, directing their energy positively and helping to create an environment where there is structure and expectations for behaviour.
- Parents praise the staff for the support they give to children and families. Parents know what children are learning as staff share information with them. This means that parents can support and continue children's learning at home.
- The manager and deputy manager continually evaluate the provision to drive improvement. Consequently, practice is continually evolving and improving as staff make positive, informed changes.
- Staff complete required training, such as first aid and safeguarding. However, they do not have opportunities to increase their professional development to help invigorate and inject new ideas and enthusiasm into their practice.

Safeguarding

The arrangements for safeguarding are effective.

All staff at the pre-school understand about how to keep children safe in their care. Staff are vigilant in undertaking risk assessments to minimise any potential risk for children. They supervise children closely as they play and learn. Staff recognise the signs and symptoms that might indicate children are at risk of harm. All staff know about the role of the local safeguarding children partners and understand how to report any concerns about children's welfare to them. Staff and committee members undertake regular training to ensure they remain aware of wider safeguarding issues.

What does the setting need to do to improve?

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

- provide children with greater levels of challenge during activities
- expand on professional development for staff to support them in implementing the curriculum with more enthusiasm and creativity.

Setting details

Unique reference number	2509759
Local authority	Milton Keynes
Inspection number	10246161
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	31
Name of registered person	Stantonfields Pre-School Playgroup Committee
Registered person unique reference number	RP517347
Telephone number	07566897018
Date of previous inspection	Not applicable

Information about this early years setting

Stantonfields Pre-school registered in 2018 and operates from Great Linford Primary School. The pre-school employs four members of childcare staff all of whom have a recognised childcare qualification. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 3pm. There is the offer of early drop off for children at 8.30am and late collection until 3.15. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports a number of children who speak English as an additional language and those who have 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 intent of the curriculum and observed its implementation 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. 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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