

Inspection of Little Ash Tree Preschool and Day Nursery

The Church of the Holy Cross, 2 Church Hill, Two Mile Ash, Milton Keynes,
Buckinghamshire MK8 8EQ

Inspection date: 19 January 2023

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

What is it like to attend this early years setting?

The provision is inadequate

Children have experienced several changes in the staff who care for them. This has had a negative impact upon the quality of their learning and education. Although the provider has a basic intention for the curriculum, staff are not fully aware of this. Consequently, children do not follow a curriculum of learning that meets their needs well. Furthermore, some vulnerable children encounter barriers to accessing the support they need to enable them to progress well in their development.

Children have not had time to form trusting relationships with all the adults caring for them. Staff do not know children well or understand about what makes them unique and individual. However, children do respond positively to staff and show that they are settled in the pre-school. Children's behaviour is good, and they are starting to make friends and follow a routine that is familiar and makes them feel content and confident. Staff organise an environment that is safe for children. They encourage children to help with small tasks, such as cleaning tables before snack time. Children enjoy this sense of responsibility and the praise that staff give them. This helps to boost their self-esteem.

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

- Despite previous concerns being raised about the quality of leadership, there is still a high level of disorganisation around the staffing of the pre-school. Frequent changes to the staff team and the manager disrupts children's learning. The intent for the curriculum is not consistent and so staff are uncertain about how to promote children's learning. Plans and support for children with special educational needs and/or disabilities (SEND) are not actioned quickly enough to ensure that they make good progress. This leads to an environment that is chaotic for staff and children. The provider has an action plan to address the weaknesses, but this is not yet fully implemented.
- The provider has not communicated the staff changes to parents well enough. Consequently, parents are unsure of who is managing the pre-school and or what their children are learning. This undermines their confidence in the pre-school and they do not know about ways that they can support their children's learning at home.
- Currently, one member of staff is the key person for all children. This is not an effective key-person system. The key person does not know enough about children, their home lives and their development to support their progress well. This has a negative impact upon children's sense of safety and security and their emotional well-being.
- Sometimes, there is confusion between staff about children's home backgrounds and the languages they speak. Staff do not always know whether English is children's first language. As a result, there is inconsistent teaching for children's

communication and language skills which hinders their development.

- Staff are not clear about the curriculum intent. As a result, although children enjoy engaging in activities, there is a lack of cohesion to build on what children know and can do to ensure that they make suitable progress in their learning.
- Overall, activities provide children with stimulation and interest, for example, children enjoy mixing paint and exploring the texture and colour changes. Staff engage with children, getting down to their level and talking with them. Children know the routine of the day. They have periods of time for rest and opportunities to be active and energetic. Children enjoy eating a healthy snack.
- Children enjoy listening to stories that staff read to them. Staff help children to recognise the starting letter of their name which helps contribute towards children's developing literacy skills.
- After a period of continual change, staff now say that they feel the provider is supportive and they have regular supervision meetings which are beneficial. Staff support each other and have opportunities to undertake training to develop their knowledge and skills. The provider and staff are eager to improve the quality of the pre-school and provide children with the stability that they need to learn and develop well.

Safeguarding

The arrangements for safeguarding are effective.

There are effective measures in place to safely recruit new staff. The provider reviews the ongoing suitability of staff and ensures that all required checks are in place. Staff are vigilant in carrying out risk assessments and taking action to minimise any risks for children. All staff demonstrate that they know and understand their responsibilities in relation to safeguarding children. Staff are aware of the need to work collaboratively with the local safeguarding partners and there are effective policies and procedures in place for staff to follow. The provider keeps accurate records and has a clear understanding of her role as the lead individual for safeguarding children in the pre-school.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that the plans in place to monitor and improve the management of the setting are implemented effectively and there is responsible and effective oversight to provide children with consistency in their care and education	23/02/2023

<p>improve communication with parents to ensure that they are aware of staff changes and know what children are learning, in order to support children's learning at home</p>	<p>23/02/2023</p>
<p>implement a more effective key-person system so staff have a better understanding about children's background, culture and beliefs to celebrate what makes children unique and special and to support their learning</p>	<p>23/02/2023</p>
<p>implement an effective curriculum ensuring that all children, including those with SEND and children who speak English as an additional language, make good progress in their learning and development.</p>	<p>23/02/2023</p>

Setting details

Unique reference number	2589232
Local authority	Milton Keynes
Inspection number	10270505
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 5
Total number of places	10
Number of children on roll	10
Name of registered person	Jegajeevan, Thanureka
Registered person unique reference number	RP904897
Telephone number	07999241676
Date of previous inspection	Not applicable

Information about this early years setting

Little Ash Tree Pre-school and Day Nursery registered in 2022. The pre-school employs three members of childcare staff. All staff are qualified at level 3 and above. The pre-school opens from Monday to Thursday, during term time. Sessions are from 9am until 2.30pm.

Information about this inspection

Inspector

Hayley Marshall-Gowen

Inspection activities

- This inspection was prioritised following a risk assessment process.
- The inspector discussed the intent of the curriculum and observed its implementation during activities indoors and assessed the impact this has on children's learning.
- A joint observation was completed and discussed with the provider.
- During the inspection, the inspector held a meeting with the provider. 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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