

Inspection of Shenley Church End Pre-School

Burchard Crescent, Shenley Church End, Milton Keynes, Buckinghamshire MK5 6HF

Inspection date: 4 May 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children separate from their parents and carers at the door to meet warm and welcoming staff. As a result, children arrive happy, settle quickly and overall children behave well. Children enjoy being physically active in the fresh air. Young children expertly make attempts at rolling balls and older children negotiate balancing on stilts with precision. However, while children enjoy the activities on offer, staff do not place enough focus on supporting children to build on what they already know and can do. At times, children lose interest and wander around. While they remain content to play on their own, the lack of targeted staff support does not help children gain new skills quickly enough.

Children are provided with a broad curriculum that includes a range of interesting activities and experiences. Overall, these suitably capture children's attention and help children make some gains in their learning. However, staff do not have a strong enough knowledge of what they want children to learn and how they can support this. At times, teaching is not precise enough to motivate children in their learning. For example, during some all-group sessions, teaching is too complex for the children, such as learning letters and sounds, and children do not remain engaged. Therefore, staff do not consistently plan and respond to children's development needs. That said, children with special educational needs and/or disabilities (SEND) and children who are in receipt of additional funding, receive good support through targeted plans, which ensures they make as much progress as they can. Those who have oversight and governance of the pre-school, do not have an in-depth understanding of their roles and responsibilities. Despite these weaknesses, staff are caring and children enjoy attending the setting.

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

- The management committee, as the registered provider, does not have adequate systems in place to inform Ofsted of changes to the committee and nominated individual. As a result, Ofsted has not been provided with the information required to check the suitability of all committee members. However, the impact on children is minimised because committee members do not have any unsupervised contact with children.
- The pre-school has been through a period of change, with a whole new staff team since the last inspection. Staff plan a range of experiences that children will enjoy. However, they are less confident about how to build on these interests to enhance children's understanding and knowledge. For example, they provide a range of resources for children to make marks. However, staff do not make the most of these opportunities. They do not have high enough expectations of what children can achieve to build on what children already know and can do.

- The new staff team have worked hard together to identify and make some improvements to the quality of the provision. Staff have completed some training to help update their knowledge and skills. However, the management team have not clearly identified the weaknesses in the quality of the curriculum and teaching.
- Children who speak English as an additional language are generally supported well. Staff use keywords obtained from parents and pictures of routine times to help children to understand what will happen next.
- There is a busy feel to the pre-school. Young and less confident children, although not distressed, sometimes appear a little lost in this environment. They spend time walking about without real purpose or removing themselves to a quiet area. Staff do not always notice and are not quick enough to offer support to help these children join in more.
- Partnerships with parents are strong. Staff gather useful information from parents about children's individual needs and experiences from home. Parents comment that they feel well informed and that their children are well prepared for their move onto school.
- Children's behaviour is managed well. Staff expectations are high and overall, children respond quickly and positively to the praise and encouragement they receive.
- Staff value and promote diversity within the pre-school. They offer children experiences to help them to understand their own culture and those of others. For example, staff offer children and their families the opportunity to bring foods or items that help to talk about their cultures and families. This helps children to begin to understand what makes them unique.
- Children form close relationships with their key person. Staff comfort children and offer them reassuring warmth and affection. This helps children to gain in confidence and feel safe and secure.

Safeguarding

The arrangements for safeguarding are effective.

The manager understands her responsibility to keep children safe. She undertakes regular training. The manager discusses safeguarding with staff at meetings and keeps staff updated about wider safeguarding issues. In addition, she undertakes regular quizzes to ensure that staff's knowledge is secure. Staff have an accurate understanding of the signs that a child may be at risk of harm or neglect. They know how to share these concerns and understand the importance of doing so promptly. They know how to identify children that may be exposed to extreme views. Staff use risk assessments to help minimise potential hazards and maintain a safe environment.

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
take action to improve knowledge and understanding of those with oversight and governance to help ensure they understand their roles and responsibilities, maintain requirements and develop the overall quality of provision	05/07/2023
ensure staff offer and implement activities that inspire, challenge and extend all children's learning	05/07/2023
improve the arrangements for supervision, monitoring and training of all staff, to improve teaching and raise the quality of education to consistently good levels.	05/07/2023

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

- provide timely support for younger or less confident children to help them join in or make choices about what to do.

Setting details

Unique reference number	141760
Local authority	Milton Keynes
Inspection number	10285569
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	37
Name of registered person	Shenley Church End Pre-School Committee
Registered person unique reference number	RP517345
Telephone number	01908 340 850
Date of previous inspection	11 October 2017

Information about this early years setting

Shenley Church End Pre-School registered in 1994. The pre-school is located in an annexe at Shenley Leisure Centre, in Milton Keynes, Buckinghamshire. It is open on weekdays from 8.30am until 3.15pm, during school term times. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The pre-school employs eight staff, five of whom hold relevant qualifications.

Information about this inspection

Inspector

Amanda Perkin

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 manager and has taken that into account in their evaluation of the setting.
- The inspector had a learning walk with the manager through all areas of the premises used by the children.
- Parents shared their views through written feedback. The inspector took account of these views.
- The inspector spoke with the manager about the leadership of the setting.
- The inspector looked at a sample of the documentation. This included evidence about suitability and training records.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023