

Inspection of Hanslope Pre-School

Village Hall, Newport Road, Hanslope, Milton Keynes MK19 7NZ

Inspection date: 11 January 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Staff warmly welcome children and parents as they arrive at the setting. They talk to the children about activities they did the day before and ask about what activities children are looking forward to doing today. Children show excitement for the activities ready for them.

Staff plan exciting activities and set them up to reflect the current interests of the children. Staff spend time with the children and join in their play and engage in conversation about what children are doing. They ask questions to develop children's thinking and language skills.

Children are developing their fine motor skills through using pens, pencils and scissors. They learn how to hold the scissors safely and practise their cutting skills by following the lines they have drawn. Staff provide a wide range of materials children can use to create their pictures. Children show pride in their achievements as they trace around items, making outlines of their hands.

Staff teach the children about the local area and take them for walks to the allotment. Children enjoy learning about digging the ground to prepare the soil ready to plant seeds in the spring. They talk with joy about the vegetables they find during the walk and how to cook them before eating them. Children are keen to show others what they find on the walk. They recreate the allotment by planting them in the garden area at the setting.

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

- The manager and staff work effectively together and have successfully made improvements to the provision. The manager supports the staff's professional development well. Through discussion and observation, she identifies their strengths and areas for development. She provides the training and coaching to further improve staff practice and skills. Staff feel valued and comment on their confidence in what they are teaching children.
- Staff have the same high ambitions for all children, including those with special educational needs and/or disabilities. Staff plan an ambitious curriculum based around children's interests and learning needs. Overall, teaching is strong and children make good progress. However, sometimes staff lose sight of what they want children to learn during activities. This means although children enjoy taking part, at these times their learning is not as focused as intended.
- The manager and staff team have high expectations for children's behaviour. Staff model positive interactions when they speak to each other and the children. Children mirror this behaviour and are kind and respectful to their friends. Children behave well and have positive attitudes towards their learning.

They engage and focus on their chosen activities and seek to include their friends in their play.

- Staff know and understand the needs of the children. They provide them with the support they need to regulate their emotions. Children show confidence in expressing themselves. This helps them develop a sense of self and what makes them unique.
- Children develop independence skills. They can find their belongings and put on their coats and boots for playing in the garden. Children show care for the environment. They are quick to help during tidy-up time or when putting their belongings away.
- The key-person system is well established. Children know who their key person is and seek them out to engage in their play. Children have formed secure attachments to all staff caring for them. Staff teach the children about their feelings. They model the language they need to use to talk about their emotions. This helps children feel safe and secure in the setting.
- The manager has a clear vision for providing high-quality care that includes all children. She works with parents to share what the children are learning and how they can support it at home. As a result, parents feel included in their children's development. They feel that their children are making good progress.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- enhance the support for staff to more consistently focus on what they want individual children to learn next when implementing activities.

Setting details

Unique reference number	141808
Local authority	Milton Keynes
Inspection number	10277016
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	42
Number of children on roll	61
Name of registered person	Hanslope Pre-School Committee
Registered person unique reference number	RP906628
Telephone number	07977 721755
Date of previous inspection	20 January 2023

Information about this early years setting

Hanslope Pre-School registered in 1996. The pre-school employs 11 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and above. On Monday and Tuesday, the pre-school is open from 9am to 1pm. On Wednesday to Friday the pre-school is open from 9am to 3pm, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Robinson

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation.
- The inspector spoke to several parents during the inspection and took account of their views.

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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