

Inspection of Big Top Buckingham Park Ltd

Buckingham Park Community Centre, Jubilee Square, Aylesbury HP19 9DZ

Inspection date:

8 November 2024

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

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Staff make children and their families feel welcome and valued. As children arrive they are greeted with lots of smiles and warm words. Children eagerly enter the pre-school and show excitement for the day ahead. Staff calmly remind children of expectations around behaviour. The well-embedded routines help children understand what is going to happen next. Children learn well what to do in preparation for going outside and how to behave at mealtimes.

Leaders want the best for children and plan a curriculum to meet their specific needs. Leaders have a clear vision for how they want children to be supported in their learning. However, there are variations in the effectiveness of staff practice in helping children learn well. Sometimes staff make activities too long or difficult for children. This impacts on children's ability to focus, join in and learn effectively at these times.

Leaders have a clear picture of the challenges some children face when they start pre-school. They promptly identify children who may need extra help to get the most from the learning opportunities on offer. However, the support for these children is mixed. Some children with special educational needs and/or disabilities (SEND) are not effectively helped to attend all the hours to which they are entitled. This means these children do not have access to the full curriculum of learning.

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

- Leaders have worked hard to make improvements. They model effective teaching in their daily interactions with children. However, they have not yet been fully successful in ensuring staff provide a learning environment that supports all children's learning effectively. Nor have they provided the focused support some staff need to deliver consistently strong teaching. Sometimes the sheer abundance of resources on offer hinders younger children's ability to engage in purposeful learning. Too frequently staff have to break away from supporting children's learning to take measures to ensure a safe and orderly environment. This impacts on the quality and quantity of staff's interactions with children.
- Staff ensure children have daily opportunities to hear stories and sing songs, to support their developing language skills. When these are delivered effectively children remember well what they have been taught. For example, older children remember the words and actions to familiar songs and join in enthusiastically. However, staff sometimes expect younger children to sit and listen to stories for too long, given their current stage of development. Children become distracted and restless.
- Children learn well to do things for themselves. Staff help children become more

independent by resisting doing things for children that, with a little support and encouragement, they can begin to do for themselves. For example, they teach children how to take off their own coats and hang them on their pegs. They model for children how to get ready for meal times and the importance of good table manners.

- Leaders work tirelessly to help parents access external support for children with recognised, or potential, SEND. However, support for these children at the pre-school is mixed. Some children are supported well to join in and learn. However, for other children who find being at pre-school challenging, there is an expectation they will attend for fewer hours than their full entitlement. Key staff do not focus well enough on helping children overcome these obstacles so they can increase their attendance, to help them continue to make progress.
- Leaders place a high importance on providing a nurturing space for children. They show unfailing kindness to children, especially when children are going through periods of uncertainty. Children show that pre-school is somewhere they enjoy being and where they feel safe, secure and looked after.
- Staff value the wealth of different experiences and cultural backgrounds children bring to the pre-school. Staff reflect these through activities, pictures and resources. This helps children develop a positive view of the similarities and differences between themselves and others. Staff also plan an interesting programme of experiences to help children learn about the wider world. People from the local community are invited to visit so children can learn about different people who help them.
- Staff successfully develop warm, professional and effective partnerships with parents. Staff lend resources and books, and invite parents in to the pre-school to find out about their children's progress. These strong partnerships are used well to enable parents and staff to work together to meet children's needs.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
implement an effective programme of staff monitoring, mentoring and supervision, so staff consistently deliver the planned programme of learning well.	24/01/2025

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

- improve the learning environment, to help children focus and engage well in meaningful learning
- develop clear strategies to help children with SEND access their full entitlement to early education.

Setting details

Unique reference number	2692307
Local authority	Buckinghamshire
Inspection number	10360183
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 3
Total number of places	32
Number of children on roll	36
Name of registered person	Big Top Buckingham Park Ltd
Registered person unique reference number	2692308
Telephone number	07769979593
Date of previous inspection	Not applicable

Information about this early years setting

Big Top Buckingham Park Ltd re-registered in 2022 and is situated in Aylesbury, Buckinghamshire. It operates from 8.30am to 2.15pm, Monday to Friday, term time only. The provider is in receipt of funding to provide funded early education to children aged two, three and four years. There are nine members of staff, of whom six hold relevant childcare qualifications between level 2 and level 4.

Information about this inspection

Inspector
Sarah Holley

Inspection activities

- The inspector and the manager completed a learning walk together and discussed the early years curriculum.
- The manager and the inspector carried out a joint observation.
- The inspector held meetings with leaders to find out about the leadership and management of the setting.
- Parents shared their views, and the inspector took these into account.
- The inspector looked at a sample of key documentation.

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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