

Hanslope Pre-School

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



Inspection date	21 February 2018
Previous inspection date	8 May 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- The provider does not always follow their own recruitment procedures. They have recruited some staff members without taking thorough steps to check their suitability.
- The provider has failed to notify Ofsted with the names of all committee members, as required. Therefore, Ofsted has not been able to initiate all suitability checks.
- The provider and manager fail to monitor staff practice and teaching effectively. Teaching is weak and staff consistently miss opportunities to engage with children and extend their learning. Children do not make the progress of which they are capable.
- Staff's assessments of children's progress are inconsistent and inaccurate. They do not plan well for children's individual needs, nor do they have high enough expectations of children's capabilities. Children become bored from the lack of challenge offered by the uninspiring learning environment and the activities that staff plan.

It has the following strengths

- Staff help children to develop an interest in a healthy diet. For example, they provide them with nutritious snacks.
- Parents speak warmly of the staff. Staff regularly lend them resources, such as books, to enable them to help develop children's communication and literacy skills at home.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ implement rigorous recruitment procedures consistently to ensure the suitability of staff working with children 	01/03/2018
<ul style="list-style-type: none"> ■ provide Ofsted with information about committee members to enable all suitability checks to be initiated 	01/03/2018
<ul style="list-style-type: none"> ■ provide the manager with support and guidance to enable her to monitor and improve staff practice and teaching effectively, to provide children with good-quality learning experiences 	01/04/2018
<ul style="list-style-type: none"> ■ improve assessments and planning to provide children with suitably challenging activities that target their individual needs and help them make good progress. 	01/04/2018

Inspection activities

- The inspector observed children and staff indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to staff about their understanding of child protection, safeguarding and first aid.
- The inspector spoke to parents and children and took account of their views.
- The inspector looked at a sample of documentation, including policies and children's records.

Inspector
Sarah Holley

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. The provider obtains the necessary Disclosure and Barring checks but does not complete other checks for some staff's suitability. In addition, the provider has not provided Ofsted with the changes to the committee to enable full suitability checks to be carried out. These omissions compromise children's welfare. However, the manager and staff have a suitable understanding of the steps to take to report any concerns about a child to keep them safe. They ensure that the premises are safe and secure when children are present. The provider and manager do not evaluate effectively. There have been significant deteriorations in the quality of teaching since the last inspection. The provider has not given the manager the support that she needs to fulfil the requirements of her role well. For example, the manager has not recognised that her own monitoring of children's progress is not accurate and that she is, therefore, not able to support staff in their ongoing assessments of each child's learning. She does not provide staff with the support and feedback that they need to improve what they do. However, she does ensure she uses additional funding received to purchase resources that benefit individual children and they enjoy using.

Quality of teaching, learning and assessment is inadequate

The manager and staff have a poor understanding about how children learn and develop. They do not manage their time well to prioritise helping children to engage in meaningful play and learning. For example, staff overly focus their time on administrative tasks or on children who choose to take part in structured learning experiences. Meanwhile other children wander around with little purpose. Although there have been opportunities for staff to develop their skills, such as through training, this has had little impact on the quality of teaching, which is weak. Staff have low expectations of what children can do. For example, they do not encourage older children to try to write their names, and they over-direct children during activities they plan with the aim of developing creativity. Staff limit the amount of time that children can spend outdoors because they do not recognise the value in outdoor learning. When children are outdoors, staff supervise them well but stand and watch as children take part in activities that do not challenge them. For example, older children line up to jump off low blocks or go round and round on wheeled toys.

Personal development, behaviour and welfare are inadequate

The provider cannot ensure children's welfare due to the weaknesses in safeguarding practice. The poor learning environment and the weaknesses in teaching lead to children becoming bored and some deterioration in their behaviour. However, staff are quick to remind children about the rules of the setting to help them learn about right and wrong. Children do not develop independence skills or become inquisitive learners. Children are welcoming to visitors and are keen to talk to them and invite them to join in their play. Staff do encourage children to begin to meet their needs, such as by finding their coats or serving their snacks.

Outcomes for children are inadequate

Overall, children have a suitable set of skills ready for starting school. However, due to the weaknesses in teaching, much of this learning cannot be contributed to their experience at pre-school. Children learn about different countries and cultures to help their understanding of diversity. They learn to follow simple routines, such as gathering each morning for registration. However, the planned activities to teach children about numbers and letters do not have any meaningful impact on children developing mathematical or literacy skills. Children lack challenge, lose their curiosity to learn and wander aimlessly.

Setting details

Unique reference number	141808
Local authority	Milton Keynes
Inspection number	1089621
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	42
Number of children on roll	37
Name of registered person	Hanslope Pre-School Committee
Registered person unique reference number	RP906628
Date of previous inspection	8 May 2015
Telephone number	07977 721755

Hanslope Pre-School registered in 1996 and is situated in the village of Hanslope, near Milton Keynes. The pre-school is open Monday to Friday from 9.15am until 12.15pm, during term time only, and runs a lunch club between 12.15pm and 1.15pm. The provider is in receipt of funding for the provision of free early education to children aged two, three and four. There are six members of staff working with the children. The manager holds a qualification at level 5 and three other members of staff hold relevant qualifications at level 2 or level 3.

This inspection was carried out by Ofsted 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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