

Inspection of Eaglestone Pre-School

The Activity Centre, 2 Harriers Drive, Milton Keynes, Buckinghamshire MK6 5BZ

Inspection date: 29 January 2025

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

The provider has a broad idea of what she wants children to learn. Staff can identify gaps in children's development. However, there is a disconnect between the intent of the curriculum and its implementation. This leads to activities and teaching not being well matched to support children's next steps in learning. Consequently, much of children's learning is coincidental rather than well planned for. Children with special educational needs and/or disabilities (SEND) make minimal progress. Although staff recognise children are developing in confidence and are settled, some of the next steps that staff focus on are mismatched to children's current stage of development. Staff provide too few opportunities for children to achieve their targets. This is especially the case for children's communication and language development.

Children do not receive consistent support. Although they generally behave well, staff sometimes physically intervene rather than giving children guidance to moderate their own behaviour. Children have no opportunity to play and learn outdoors to support their health and well-being. As there are no suitably qualified staff to deal with first-aid incidents at the nursery, children's safety and welfare are significantly compromised.

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

- The provider has not ensured that there is always at least one person on the premises who has a current paediatric first-aid certificate. Her lack of oversight of training means that she does not realise that her own first-aid training certificate has expired. There are times of the day when the provider is not present and she is aware that no one is suitably trained to administer first aid to children in the event of an accident. This significantly compromises their safety and welfare.
- The provider has also not realised that appropriate insurance for the pre-school has expired and cannot confirm there is suitable insurance in place.
- Staff are inconsistent in explaining to children about their behaviour. Sometimes, staff physically move children's arms away to prevent them putting things in their mouths, rather than talking to them, so they have a chance to adjust the behaviour themselves. Generally, children behave well and the environment is calm. When minor disputes happen between children, staff respond quickly and model how to share resources. They are patient and speak in low tones, this helps defuse the situation.
- There is no opportunity for children to play outdoors, as is required. Staff recognise that many children like to play energetically and enjoy being outdoors. The provider feels the outdoor area is unsafe and has not arranged any alternative ways for children to have fresh air and exercise. Consequently, the

curriculum for promoting children's physical skills and encouragement for them to play and learn in the ways they enjoy are lacking.

- The curriculum is weak. The provider has general intentions for children's learning but these are poorly communicated and delivered. Even when staff know how children learn best and what they need to learn next, opportunities for these are often absent. This affects children's ability to make progress in their learning.
- Although the provider and staff recognise the importance of encouraging children's communication and language skills, they do not provide sufficient teaching to support this aspect of their development. For example, the presentation of books is uninspiring and children show no interest. Staff do not read to them to encourage children to gain excitement from books and stories. Although staff say children enjoy songs and rhymes, they do not always plan opportunities for children to take part in these, or encourage them spontaneously when children play. Staff talk to children but do not actively encourage them to hear and use new words or to respond to questions.
- The provider does not have suitable oversight to ensure that the pre-school is safely and effectively managed. She fails to ensure that staff training and required insurance remain up to date. Furthermore, although the provider has taken action to improve weaknesses from the previous visit from Ofsted, she has not maintained other aspects of her practice, leading to further breaches in requirements.
- Staff display a very good understanding about safeguarding, including recognising the individual vulnerabilities associated with children with SEND. Staff know the families and local area well and recognise the challenges of social deprivation and how this can impact on children's health and well-being. However, breaches in requirements in relation to first aid mean safeguarding is not effective.
- Staff work with parents to share information about some aspects of children's learning.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
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ensure that at least one member of staff is on site at all times who has a current paediatric first-aid certificate	05/02/2025
obtain appropriate insurance	05/02/2025
provide consistent support for children to help them to learn about self-control and positive behaviour	05/02/2025
provide children with planned outdoor activities on a daily basis	05/02/2025
improve the organisation of the pre-school, maintaining oversight of all aspect of the provision to address weaknesses and maintain a safe environment for children.	05/02/2025

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

	Due date
improve the delivery of the curriculum so that it meets children's needs and provides better opportunities for them to achieve their next steps in learning.	05/02/2025

Setting details

Unique reference number	2509323
Local authority	Milton Keynes
Inspection number	10377636
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	3 to 4
Total number of places	30
Number of children on roll	8
Name of registered person	Nawaz, Shabana
Registered person unique reference number	2509322
Telephone number	07936383978
Date of previous inspection	19 October 2021

Information about this early years setting

Eaglestone Pre-School registered in 2019 and operates from a community building in Eaglestone, Milton Keynes. The pre-school employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and level 2. The pre-school currently opens from Monday to Friday, during term time only, from 9am until 12 midday. The setting offers government funded places for children aged two to four years old.

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.

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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