Broughton Manor Nursery

Unique reference number (URN): 2865958

Address: Broughton Manor Preparatory School, Broughton, Milton Keynes, MK10 9AA

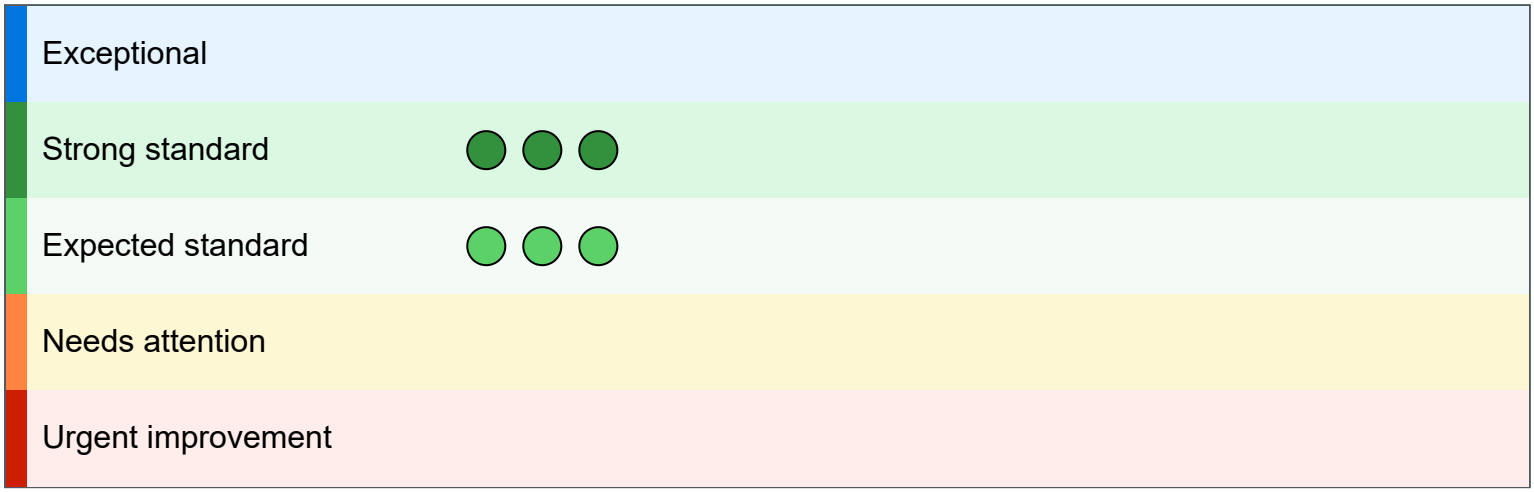
Type: Childcare on non-domestic premises

Registered with Ofsted: 02/10/2025

Registers: EYR

Registered person: Broughton Manor Prep School Ltd

Inspection report: 8 October 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Children's welfare and wellbeing

Strong standard

Since the previous inspection, staff have deepen their understanding of their responsibilities for keeping children safe and healthy. They are now highly vigilant in their supervision of children during daily routines, including mealtimes and sleep periods, ensuring that potential risks are identified and minimised effectively. Staff carefully consider children's individual dietary requirements, age and stage of development when providing meals. This helps to promote children's health, safety and wellbeing.

Well-established key person arrangements ensure that children develop secure and trusting relationships with the staff who care for them. Staff know children extremely well and provide consistent, nurturing care that helps children feel safe and emotionally secure. Children confidently seek out their key person for comfort and reassurance when needed. They also feel secure enough to explore their environment, take on new tasks and engage fully in their learning. This supports children to develop increasing levels of confidence, resilience and independence. Staff are attentive and responsive to children's emotional needs. They quickly recognise when children require additional support and provide sensitive care during times of transition, such as when separating from their parents and carers, moving between rooms or adjusting to new experiences. This is particularly beneficial for children with special educational needs and/or disabilities, who receive individualised support that helps them to feel included and valued.

Staff place a high priority on understanding and celebrating children's unique backgrounds, experiences and cultures. They take time to learn about children's families and heritage, weaving this knowledge into daily practice. As a result, children develop a deep sense of belonging and identity while gaining an appreciation of the diverse world around them. Staff are consistently warm, respectful and caring in their interactions, ensuring that routines are predictable and understood by children. Personal care is provided promptly, sensitively and with dignity. This contributes to children's excellent emotional wellbeing and positive self-esteem.

Inclusion

Strong standard

Staff are highly skilled in recognising when children face barriers to their learning. By understanding about children's diverse backgrounds and home lives, staff get to know children in depth. They understand how children's past experiences can play a part in influencing their development and needs. Staff's detailed review of children's progress ensures they quickly identify any emerging gaps in children's development. They use effective visual support, such as 'now and next' boards, so children can communicate how and where they wish to play when they are learning to use language.

Directed teaching around supporting children's communication and language development enables staff to act early when there are concerns about children's progress in their speech. Staff now fully recognise the factors that can impact on children's speech. They have ensured that the nursery is a rich environment where children hear and practise their early talking. Staff draw up meticulous plans for referrals to any external professionals when deemed necessary. There is close, professional and supportive working relationships with

parents and carers. This early intervention helps to ensure that no children are left behind in their learning. Staff are equipped with the knowledge that they need to support children's highly impressive progress from their individual starting points.

Leadership and governance

Strong standard

There have been significant staffing changes at the nursery, including a new nursery manager. Since the previous inspection, the nursery has undergone radical improvement. There is now much greater oversight, support and mentoring for staff. This has led to the newly formed staff team having a more in-depth induction, greater opportunities for their professional development and regular feedback and support to develop and strengthen their practice. This has increased staff morale and wellbeing. Furthermore, the improvements in the staffing of the nursery are hugely beneficial for children who receive care and education from consistent and knowledgeable staff.

The curriculum has equally been robustly reviewed and improved and leaders are supporting staff to embed their newly acquired teaching skills. With a greater focus on children's communication and language development and wellbeing, staff's teaching consistently meets the needs of children. Through greater early identification of children with emerging special educational needs and/or disabilities, staff are directing their teaching to ensure that any potential gaps in children's learning are rapidly closing. Relationships with parents and carers have improved with greater information sharing and productive relationships. This helps parents to know and understand how to support their children's learning at home.

Under the new dynamic leadership, the nursery has had a significant turnaround in quality. This translates into an environment that is not just meeting the needs of young children, but preparing them very well for their future learning. Any areas for development have been identified by leaders and action is underway to sustain ongoing future improvements.

Expected standard

Achievement

Expected standard

Children make steady progress in their learning and development. They engage readily in the well-planned and stimulating activities. Children demonstrate curiosity and enthusiasm as they explore new experiences. They develop a love of books, songs and rhymes from an early age. Children enjoy listening to familiar stories and actively join in with repeated phrases, actions and songs. Babies confidently explore a range of sensory experiences, such as investigating flour and dough and posting objects into containers. These opportunities help them to develop their curiosity and strengthen the small muscles in their hands.

Older children sustain their attention for extended periods and become deeply engaged in activities that capture their interest. For example, they show excitement and determination as they investigate what might be hidden inside a box. Overall, children show growing confidence in their physical abilities. They use tools safely, climb, jump and run with

increasing control and coordination. Outdoor play provides children with opportunities to extend themselves physically and develop an awareness of what their bodies can do. Overall, children demonstrate increasing stamina, balance and confidence.

Behaviour, attitudes and establishing routines

Expected standard

The newly introduced curriculum stimulates children to learn. With greater focus and interest in their learning, children sustain high level of engagement and enjoyment. Children behave consistently well and show positive attitudes. For example, they sustain their attention at activities designed to stimulate their fine motor skills, such as threading pipe cleaners around toy animals.

Through adding more opportunities for children to engage in risk and extend their play outdoors, children are developing a sense of self-assurance and confidence in their abilities. They enjoy the opportunity to make decisions about their play. Children who experience barriers to communicating use communication boards effectively to indicate what and where they would like to play. Staff support changes in the routine well. Typically, when needed, staff offer children assistance, while also encouraging them to do things for themselves. However, sometimes staff do not consistently recognise when the intentions they have to increase children's independence skills can be applied during other parts of the daily routine. For example, staff do not always recognise that children can do some small tasks for themselves when they get ready to learn outdoors.

Staff work closely alongside parents and carers to encourage children's attendance and punctuality. This helps children to develop positive attitudes to their learning and to build on their ideas and learning over time. The routine of the day is productive. There are clear times for rest periods and more active periods. These match children's natural bursts of energy and need for quieter recovering time.

Curriculum and teaching

Expected standard

Since the last inspection, leaders have worked effectively to review and improve the curriculum. Staff's confidence in delivering the curriculum is growing as a result of effective coaching from leaders. Tools, such as prompt cards, support staff to reflect on the learning intentions of planned activities. However, staff do not yet consistently recognise how children's learning links across different experiences, which means opportunities to extend and deepen children learning are not always maximised. For example, there are not always consistent opportunities for young children to practise ways of moving and developing their core muscles in readiness for walking.

The current focus of the curriculum places an emphasis on supporting children to develop their communication and language skills and staff specifically teaching early mathematical ideas. Staff are ambitious for what children can achieve and this in turn, motivates children to succeed. For example, staff encourage children's developing children's early speech formation, repeating words and creating an environment where children are encouraged to talk and are listened to.

Staff understand children need extra support when they learn more than one language. They use songs and rhymes to help stimulate children's desire to communicate. Staff

promote children's early literacy well. Children enjoy focus books which remain consistent as they move through rooms. These books help children to become immersed in stories and characters that take them into a fictional world of possibilities. This ignites children's imaginations and expands on their developing understanding of the world.

What it's like to be a child at this setting

Children benefit greatly from the rapid and substantial improvements made at the nursery since the last inspection. They enjoy an ambitious and well-sequenced curriculum that sparks their curiosity and enthusiasm for learning. Staff have high expectations for all children and ensure that learning experiences are engaging, meaningful and tailored to children's individual needs. Consequently, children, including those with special educational needs and/or disabilities, make excellent progress from their starting points. Staff identify any emerging needs swiftly and provide effective support, helping children to thrive and achieve well.

Children are active and enthusiastic learners, who enjoy a wide range of rich experiences. Learning themes, such as autumn, are thoughtfully woven throughout the curriculum and help children to make connections in their learning. For example, children enjoy making pretend pumpkin soup outdoors. They compare the size and weight of pumpkins, press fir cones into dough to create patterns and collect apples from nearby orchards. These practical experiences deepen children's understanding of the world around them while promoting their language, mathematical and physical development. Children develop effective communication and language skills. They confidently express their ideas, share their experiences and engage in meaningful conversations with staff. During group times, children are highly engaged by lively and interactive teaching. They listen attentively, sustain their concentration, wait patiently for their turn to speak. Children confidently contribute their knowledge of colours, shapes and other areas of learning.

Children form exceptionally warm and trusting relationships with staff. They arrive happily and settle quickly, and their key persons know them extremely well. Staff have a secure understanding of children's backgrounds, interests and developmental needs. This enables them to provide highly personalised care and support. As a result, children feel safe, secure and valued. Children behave consistently well and show increasing levels of independence. They understand daily routines and confidently manage transitions throughout the day. This helps children to feel emotionally secure and ready to learn. As a result, children are happy, confident learners. They develop the skills, attitudes and resilience needed for the next stage of their education.

Next steps

- Leaders should support staff to continue to increase their confidence in adapting their teaching in the moment to even more effectively provide children with opportunities to extend on their next steps in learning.
- Leaders should continue to support staff to embed their understanding about how they can thread intentions for learning through every aspect of the daily routine.

About this inspection

The inspector spoke with the nursery and pre-school manager, the headteacher, the early years manager, staff and children during 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.

Inspector:
Hayley Marshall-Gowen

About this setting

Unique reference number (URN): 2865958

Address:
Broughton Manor Preparatory School
Broughton
Milton Keynes
MK10 9AA

Type: Childcare on non-domestic premises

Registration date: 02/10/2025

Registered person: Broughton Manor Prep School Ltd

Register(s): EYR

Operating hours: Monday,Tuesday,Wednesday,Thursday,Friday : 07:30 - 18:00

Local authority: Milton Keynes

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

This data is from 8 October 2026

Children numbers

Age range of children at the time of inspection

1 to 2

Total number of places

48

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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