

Inspection of Broughton Manor Preparatory School

Broughton Manor, Broughton, Milton Keynes MK10 9AA

Inspection date:

10 June 2025

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

Overall, children are settled and confident at the nursery and staff show them genuine care and respect. However, the curriculum is weak in design and this affects children's experiences and enjoyment. Despite the lack of focus on what children need to learn to encourage their good progress, children enjoy their time at the nursery and show their close attachment to their key person. Staff comfort children and help soothe them to sleep. By following children's home routines for sleep and rest, staff encourage children's well-being and readiness to want to play. Staff promote children's safety well and meet their care needs, but the provider does not ensure that children have a consistently healthy diet at the nursery.

Staff know how to support children's communication and language development and value their early attempts at talking. Staff understand that children need to hear language and engage children in singing sessions and read stories to them to promote this. Children are starting to use singular words and name the things that are familiar. Children always behave well and are courteous and respectful of each other. Staff are good role models, who talk to children in an encouraging manner. However, the weak curriculum affects children's positive attitudes to learning. Staff know children well and this helps them to provide children with individual care. The nursery has recently moved into the main school building. This is a change for staff and children. The move was managed well by the provider to ensure that children experience consistency and reassurance as they become familiar with their new environment.

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

- There is a lack of cohesion and focus for what children will learn. Although staff have a broad idea of child development and the areas of learning, there is no clear curriculum intent and, therefore, the implementation of the curriculum is inconsistent. Activities and resources are sometimes mundane and uninteresting for children. At times, staff do not find ways to draw children in to play and teaching does not encourage their interest. As a result, children sometimes appear disengaged and restless as the quality of teaching is inconsistent. Although staff do not deliver an ambitious curriculum, they do observe children and review their progress, meaning they can identify if children need extra support.
- Some opportunities for children's learning do engage and interest them. Babies enjoy exploring treasure baskets, where they show curiosity and intrigue as they handle everyday items and find out their use. For example, children recognise brushes and use these to brush staff hair, showing they understand their purpose. At this activity, children spend considerable time investigating items and this sustains their attention.

- The provider does not ensure that children are offered a balanced, healthy and nutritious snack. Staff sit young children in seats and give them a biscuit without any opportunity to have a healthier option if desired. As children later go on to have a sugary pudding after lunch, the foods provided for children are not sufficiently balanced to help promote their good oral and physical health. Some parents also raise concerns about the quality and range of food that children eat at the nursery.
- Staff do not know enough about children's home lives and experiences to celebrate what makes them unique, individual and special. Occasionally, misunderstandings about children's backgrounds and identities arise because the information gained from parents lacks consistency and detail. However, staff create a warm and welcoming nursery.
- Children are beginning to develop a sense of responsibility, for example young children help staff to tidy up. On occasion, staff have a tendency to do things for children that they could do for themselves. Consequently, this limits children's ability to be explorative and gain independence and confidence in their own abilities.
- The exchange of information between the nursery and families is not fully effective. Some parents do not receive the depth of information about children's learning they would like and information gathered from parents is not consistent. Consequently, this effects the continuity of children's learning experiences at the setting and at home.
- Staff demonstrate a robust understanding about safeguarding matters, including how to recognise and respond to the signs that children might be risk of harm. Staff understand how to escalate any concerns to the relevant safeguarding partners, showing a strong commitment to keeping children safe at the nursery.
- Senior staff are self-reflective and recognise there are areas that require improvement. To combat weaknesses, the provider is starting to develop more targeted supervision and support for staff to increase their qualifications, knowledge and skills. Staff morale is good and there is a supportive and encouraging ethos at the nursery.

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
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develop an ambitious curriculum that provides children with more challenging and enjoyable experiences	08/07/2025
ensure that meals and snacks provided for children are balanced, healthy and nutritious.	08/07/2025

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

- develop the quality of teaching for children to promote their awareness of individuality and diversity, so they gain respect and understanding for different people and their beliefs
- promote greater opportunities for children to develop their independence skills
- improve the methods and effectiveness of information exchanges with parents and families to support children's care, learning and development more consistently.

Setting details

Unique reference number	2741276
Local authority	Milton Keynes
Inspection number	10400334
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 2
Total number of places	48
Number of children on roll	59
Name of registered person	Swinbrook House Nursery Schools Limited
Registered person unique reference number	2551542
Telephone number	01908 609994
Date of previous inspection	Not applicable

Information about this early years setting

Broughton Manor Preparatory School re-registered in 2023. The nursery is in Broughton, Milton Keynes. The nursery employs 14 members of childcare staff. Of these, eight hold appropriate early years qualifications. The nursery opens from Monday to Friday all year round and closes for six weeks during the year. Sessions are from 7.30am until 5.45pm. The nursery offers government funded places for children aged nine months to four years.

Information about this inspection

Inspector

Hayley Marshall-Gowen

Inspection activities

- The inspector discussed the intent of the curriculum and observed its implementation during activities indoors and outdoors and assessed the impact this has on children's learning.
- A joint observation was completed and discussed with the early years lead teacher.
- During the inspection, the inspector held a meeting with the manager and early years lead teacher. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children at suitable times throughout the inspection.
- Parents were invited to share their views with the inspector. Several parents discussed their views during the inspection and the inspector took account of all feedback received.

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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