

Inspection of Melrose Pre-school Playgroup

Frank Moran Centre, Melrose Avenue, Bletchley, Milton Keynes, Buckinghamshire
MK3 6PA

Inspection date: 31 October 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children learn to play in a very nurturing and caring environment. They feel safe and secure. Staff help them form close bonds and attachments. Children feel reassured and well cared for. They seek out their key person for cuddles when they are tired or unsure. Staff engage and interact with children positively to help develop their confidence to learn, explore and experiment in their play.

Children have a strong attitude towards their learning. They show keen interest and fascination in new experiences. They experiment, using learned knowledge to test, challenge and extend their thinking. Staff use very effective questions and positive engagement to help children think critically. For example, children experiment with movement, using bricks to build paths to walk on. Staff ask if children can use different movements to get across the bricks. Children, with confident coordination, jump and hop along the pathway. Other children use trial and error to find their way across, wobbling, falling and regaining their balance. They show high levels of determination to complete the challenge.

Children with special educational needs and/or disabilities are supported effectively. Staff work tirelessly with parents and other professionals to close the gaps in children's development. They use a cohesive approach to develop plans to support children's next steps. Children's smallest achievements are highlighted, celebrated and shared with all who are involved in their ongoing care and learning.

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

- Children learn to care for themselves through daily routines and support from staff. For example, they learn to pour their own drinks, asking for more when they are thirsty. They confidently find their own coats, put them on for themselves, and ask for help to do them up. Children listen to staff's instructions and explanations regarding hygiene practices. They clearly explain that they have to wash their hands to make them clean to eat their lunch.
- Staff are highly supported by an active and effective management team. Experienced committee members share their knowledge of safeguarding with staff to promote their understanding of procedures. Staff feel valued and supported. Their ongoing well-being is supported by the family atmosphere in the setting. Staff are encouraged to follow their interests through training.
- Children confidently use their skills to communicate their needs. Some children express themselves through gestures, expressions and spoken words, using complex descriptive language to explain themselves. They show extreme levels of humour in their language, taking pride in making staff laugh. Children with delayed speech and language have high levels of support to help them communicate through eye contact, the use of visual aids and clear spoken

words. Staff know the children extremely well and use this knowledge to clearly understand their needs.

- Staff use effective skills to change their levels of questions and engagement with children to support their individual learning needs. For example, while children explore with rice, staff extend questions to older children to help them solve problems of transporting rice and sorting colours. They introduce new words, such as 'crunchy,' to their play. Children repeat these words to show their meaning. Younger children's attention is supported well. Children become absorbed in play, experimenting with the texture of rice. Staff introduce new resources to extend their concentration. However, staff do not always recognise and use children's interests spontaneously to fully support their immediate learning, particularly their communication skills.
- Children develop close friendships, learning how to cooperate in their play. They understand right from wrong and communicate their frustration to staff when friends have upset them. Staff are positive role models, helping children to learn good manners. For example, children automatically say please and thank you at snack time. Staff praise them for their positive words.
- Parents feel that their children are making positive progress and are well prepared for school. They feel supported as parents. They gain advice and information from all staff, who signpost them to relevant agencies for additional support. Parents receive regular information about their children's progress. However, staff do not always fully help parents understand how to support children's next steps in their learning through play at home.

Safeguarding

The arrangements for safeguarding are effective.

The management, committee and staff are very confident in their knowledge of the procedures to follow if they have a concern about a child in their care. They fully promote children's ongoing welfare needs. For example, they liaise closely with parents, agencies and community groups to provide a consistent approach to children's care. Children play in a safe and secure environment. Staff involve children in risk assessments to help them identify hazards and learn how to promote their own and their friends' safety. For example, children remind their friends to stand clear of the roundabout as they work with others to propel it with their feet.

What does the setting need to do to improve?

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

- use children's interests more effectively and spontaneously to fully support their communication skills
- extend the support for parents to help provide a more consistent approach to

children's learning and play.

Setting details

Unique reference number	141755
Local authority	Milton Keynes
Inspection number	10305381
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	43
Number of children on roll	38
Name of registered person	Melrose Pre-school Playgroup Committee
Registered person unique reference number	RP519672
Telephone number	01908 642728
Date of previous inspection	20 February 2018

Information about this early years setting

Melrose Pre-school Playgroup opened in 1976 and re-registered in 1997. The pre-school operates from a community building in Milton Keynes, Buckinghamshire. The pre-school employs seven members of childcare staff. Of these, two hold appropriate early years qualifications at level 2 and four hold qualifications at level 3. The pre-school opens from Monday to Friday, during term time. Sessions are from 8.30am until 11.30am and from 12.30pm to 3.30pm, with a lunch club in between these sessions. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Claire Parnell

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The playleader and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.

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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