

Inspection of Small Wonders Pre-school

Crownhill Meeting Place, Lennon Drive, Crownhill, Milton Keynes, Buckinghamshire
MK8 0AS

Inspection date: 29 April 2024

| | |
|------------------------------|-------------|
| Overall effectiveness | Good |
|------------------------------|-------------|

| | |
|--------------------------|-------------|
| The quality of education | Good |
|--------------------------|-------------|

| | |
|-------------------------|-------------|
| Behaviour and attitudes | Good |
|-------------------------|-------------|

| | |
|----------------------|-------------|
| Personal development | Good |
|----------------------|-------------|

| | |
|---------------------------|-------------|
| Leadership and management | Good |
|---------------------------|-------------|

| | |
|--|------|
| Overall effectiveness at previous inspection | Good |
|--|------|

What is it like to attend this early years setting?

The provision is good

Children have a wonderful time at pre-school. They make friends and engage in many well-planned and interesting activities. They enjoy reading books and joining in with action songs and rhymes. Children show excitement and joy as they clap and jump along to the songs. Staff encourage and praise their enthusiasm, join in, and model the language and actions for the children.

Staff help children to develop their communication and language through meaningful interactions, where they provide dialogue about what the children are doing. They help children to retell their favourite stories. Children use resources to make props for different parts of the story. They talk about healthy lifestyles and food that helps them to grow. For example, they discuss the book 'The Very Hungry Caterpillar' and what he ate each day.

Children develop an understanding of how to manage their own risks while climbing, balancing, and running in the garden. They enjoy exploring a range of textures and natural resources. Staff use these interests to engage children in exploring mathematics. Children learn about shape and number. They enjoy playing with flowers and leaves. They count them, make shapes, and match the number of petals to the numbers on painted pebbles.

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

- The manager has a clear ambition for what she wants children to learn during their time at the pre-school. They focus on gathering children's starting points and planning activities to support them in building on what they know and can do. Children make good progress, and staff adapt their approach to meet their individual needs. Staff plan targeted support to help children to make the progress that they are capable of through engaging activities that are based on their interests.
- The manager has the same high ambition for all children. Staff use assessment well to identify gaps in learning and create opportunities to help children to develop their skills and abilities. The manager and staff work well with partner agencies and families to support children with special educational needs and/or disabilities. They secure additional funding to help children to access early education to support their learning and development.
- Staff know and understand how children learn. They provide a range of interesting and challenging activities. For example, children learn to follow instructions to make dough. Staff talk the children through each step and tell them what will happen next. However, children do not always get the time to explore their own ideas and extend their learning through sharing their thoughts on what happens next.

- Staff set clear expectations of children's behaviour. They support children to explore and begin to manage their own feelings and emotions. Children are beginning to understand how these can have an impact on others. They celebrate children's differences. For example, they help their friends to reach for toys or balance when playing outside.
- Staff are engaging and encourage children's positive attitudes towards learning through curiosity and concentration. They listen to and respond to adults and each other. For example, children focus intently on exploring pasta with fruits and vegetables. They talk about caterpillars and the process they go through to become a butterfly. Staff help children to learn new words, such as 'chrysalis' to describe when a caterpillar wraps itself in cocoon to become a butterfly.
- A well-established key-person system helps children to form secure attachments. This promotes their well-being and independence. Staff teach children the language of feelings, which helps their emotional development. However, staff do not consistently enhance opportunities for children to develop their independence skills further, in preparation for the next stage of learning. For example, staff do not consistently include children in daily routine tasks to help them to secure their independence skills.
- Staff build positive relationships with parents. They share information about children's progress and help parents to support their child's learning at home. There is open two-way communication between the pre-school and home. Parents receive support and guidance for any concerns they may have. Additionally, staff signpost parents to other services that are available to help them to meet the needs of their children.

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

- strengthen opportunities for children to further develop their independence skills
- enhance staff interactions to help children to develop their own ideas further.

Setting details

| | |
|--|---|
| Unique reference number | 141780 |
| Local authority | Milton Keynes |
| Inspection number | 10339224 |
| 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 | 30 |
| Number of children on roll | 38 |
| Name of registered person | Small Wonders Pre-School Committee |
| Registered person unique reference number | RP519662 |
| Telephone number | 01908 263995 |
| Date of previous inspection | 5 July 2018 |

Information about this early years setting

Small Wonders Pre-school registered in 1993. It is located in Milton Keynes. The pre-school operates from 8.30am until 2.30pm, for five days per week, during term time only. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The pre-school manager has achieved early years professional status.

Information about this inspection

Inspector

Lisa Robinson

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Staff and children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this had on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024