

# Inspection of Mini Monsters Preschool Ltd

Sports Pavilion, Pascal Drive, Medbourne, MILTON KEYNES MK5 6LS

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Inspection date: 5 April 2022

**Overall effectiveness** **Good**

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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 are happy and settled. They enjoy the company of their friends and thoughtful staff. Children make good use of the well-resourced environment and exciting activities on offer. They are confident to make choices about what to do and where to play. Children enjoy free flow to the outdoor area. They enjoy positive interactions with their peers and staff. Children understand routines and take part with enthusiasm.

Children behave well and support each other. Children develop good social skills and learn to share and take turns. Older children show kindness as they share resources at the creative table. They understand the rules and how to stay safe, and risk assess their play. Children communicate well. They enjoy talking about home and their families. Children learn about what makes them similar to and different from others. Staff help them to celebrate their uniqueness. Children are developing a broad vocabulary as well as key listening skills to take turns in conversations.

The manager and staff place an emphasis on building children's confidence and independence in readiness for school. Children have plenty of opportunities to practise early writing skills. For example, they learn to write their names and recognise the sounds that letters represent. The managers use additional funding thoughtfully. For example, staff work on a one-to-one basis with children who need it. This gives them instant help and support to enable them to make good progress.

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

- Children are independent and confident. Staff encourage children to persevere and challenge themselves by offering challenging and engaging activities. They provide consistent and supportive praise and guidance for children's achievements and positive behaviours.
- There is a strong focus on communication and language. Staff introduce new words to children through conversations, stories and songs. Children develop new and interesting vocabulary and listen well to others. They illustrate this as they talk about chameleons and many different animals. Staff pose interesting and challenging questions to help extend children's thinking. However, on occasions, they do not allow children sufficient time to answer and process the questions they ask before asking them another.
- Children generally behave well. They share and take turns in the games and activities.
- Children know the expectations well and respond during carpet time to what the rules are.

- Parents speak highly of staff and find them friendly and thoughtful. They report that they have seen a remarkable increase in their children's confidence and independence. Staff share information daily with parents. For example, they provide details of the child's day and the activities that they have enjoyed doing. This helps to provide continuity and supports continued learning at home.
- Children respect each other and recognise that they are all different. They talk about their families and home with staff and their friends.
- Staff have improved how they support children who speak English as an additional language. For example, they learn key words in the children's home language. This helps staff to understand what children are saying, particularly while they are settling in. Documents, such as newsletters, are translated to help all parents understand the information.
- All children, including those with special educational needs and/or disabilities, achieve well and make good progress. Staff regularly review and evaluate what they teach. They know what their key children can do and need to learn next.
- Children develop good independence skills in managing their personal care. For example, they can put on their coats for outdoor play. Staff show children how to zip up their coats and praise them for having a go themselves.
- The manager uses early years pupil premium funding well. For example, they offer a breakfast club and snacks for vulnerable families. In addition, extra staffing is offered to provide targeted support for disadvantaged children to help narrow the gaps in their learning.
- The manager supports the staff team well. She monitors staff's performance well, for instance, through regular appraisals and supervisions. The manager identifies suitable professional development opportunities to enable staff to continually enhance their knowledge and skills. Supervisions and evaluation of practice offer opportunities for staff's professional and personal development.
- The manager has high expectations for children's achievements. She provides a broad curriculum that follows children's interests and builds on what they already know and can do. Staff consider children's prior learning as they interact with them during their play. However, some staff do not know what skills or knowledge they want the children to gain from the activities they plan for them.
- Children develop a good understanding of and respect for the local community and the wider world. They benefit from plenty of fresh air and exercise. For example, they thoroughly enjoy visiting the local woods and sports fields.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager is well resourced in delivering safeguarding training to the staff team. Regular updates and training ensure that staff's knowledge is secure. All staff have undertaken safeguarding training. The manager is competent in effective safer recruitment processes. Staff suitability is reviewed often. Staff know how to raise concerns to help safeguard and protect children from harm. They understand and can identify signs and symptoms of abuse. They know what to do if they have concerns about a colleague's conduct. Staff understand wider safeguarding issues,

such as county lines and female genital mutilation. The premises are safe and secure.

### **What does the setting need to do to improve?**

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

- strengthen staff's knowledge of the curriculum intent so they are clear on what they want children to learn from the activities provided
- support staff to develop communication and language further by giving children time to talk and express their ideas.

## Setting details

<b>Unique reference number</b>	EY431118
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	10228582
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	69
<b>Name of registered person</b>	Mini Monsters Preschool Limited
<b>Registered person unique reference number</b>	RP903487
<b>Telephone number</b>	07505962114
<b>Date of previous inspection</b>	7 February 2017

## Information about this early years setting

Mini Monsters Preschool Ltd registered in 2011. It operates from one room in the Medbourne Community Sports Pavilion in the Medbourne area of Milton Keynes, Buckinghamshire. The pre-school is open each weekday from 9am to midday and midday until 3pm, with an additional lunch club offered between midday and 12.30pm. Children may also attend for a breakfast club between 8.30am and 9am during term time only. The pre-school is in receipt of funding for the provision of free early education to children aged two, three and four years. There are seven staff who work with the children, the majority of whom hold early years qualifications at levels 2 and 3.

## Information about this inspection

### Inspector

Lisa Robinson

## Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and provider and took that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk of the pre-school inside and outside.
- The inspector carried out a joint observation of an activity with the manager and they evaluated this together.
- The inspector spoke with parents, staff and children about their experiences of the pre-school.
- The inspector met with the management team to discuss the setting and review relevant documentation, including suitability checks of all staff working at the pre-school.

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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