

Inspection of Mentmore Under Fives

The Pavillion, Mentmore Road, Leighton Buzzard, Bedfordshire LU7 2NZ

Inspection date: 4 October 2022

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| 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 immerse themselves in play from the moment they arrive at the setting. Dedicated, friendly and caring staff greet children at the door. Staff follow children's lead as they choose from the activities set out for them. Children demonstrate that they feel happy, safe and secure as they separate from their parents with ease. They form close bonds with their key person and other staff. Children enjoy engaging in conversations with staff members, inviting them into their play.

Children behave well. They make friends and enjoy each another's company when playing. In the role play area, children create a shop and café. They work together to take orders from staff. Children use phrases, such as 'it is a salty drink', as they tell staff what is on the menu. This helps children to develop their imaginative skills and relive their own experiences.

Staff plan activities around children's interests. This means children are keen to go and explore the activities available to them. In the garden, children make marks with water. They explore paintbrushes and water pens as they work together to change the colour of the water mat. When staff inform children that the mat needs to dry, they begin to make marks on the pavement. This helps to develop children's early writing skills.

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

- Children benefit from a staff team whose members are kind and calm. Staff give new children time to explore and get to know their surroundings while parents are present, only joining in when welcomed by the child. Later, as parents leave, staff use the knowledge they have gained from their observations and from parents to plan activities that the children will enjoy. This process supports all children to settle quickly.
- Staff support children with special educational needs and/or disabilities (SEND) well. They use their knowledge of child development to quickly identify children who may need additional support. Key persons work closely with parents to embed a consistent approach to support children. This helps to ensure that all children receive the support they require to make good progress.
- Children have wonderful relationships with staff. Staff take time to get to know children and use this knowledge to create the next steps in their learning. However, at times, teaching is not consistently differentiated to meet the needs of the younger children in the setting.
- Children benefit from a language-rich environment. Staff ensure that they maintain eye contact at the child's level when talking to them. They talk to children throughout the day, helping them to develop the art of conversation,

waiting for their turn to talk. While out on a nature walk, staff encourage children to think about what they can hear. This helps to develop their listening skills.

- Children have many opportunities to develop their knowledge of the world around them. They take regular trips out into the local environment. Children are aware of the routine when leaving the setting. They help to put on their hi-visibility jackets and stand with a partner. On the walk, children run through the fallen leaves and listen to the sounds they create. Other children throw the leaves in the air and watch as they fall around them. Children talk about the changes in the weather and the trees, learning about the different seasons.
- Parents have good relationships with the staff team. They commend the commitment of the team and the effort they put in to form relationships with their children. Parents are aware of the progress their children are making at the setting. They highly recommend the setting to others.
- Staff are highly complimentary of the manager. They feel happy and supported in their roles. Staff benefit from access to a wide range of training. This is cascaded at staff meetings, ensuring that the whole team benefits. Staff talk daily about the activities offered in the setting, allowing them to be reflective and make changes with immediate effect. This has a positive impact on the setting.

Safeguarding

The arrangements for safeguarding are effective.

Staff are confident in their knowledge of the signs and symptoms of abuse. They know who to report concerns to, and how to keep accurate records. Wider issues in society, such as the 'Prevent' duty guidance and county lines, are regularly discussed at staff meetings to ensure that staff's knowledge is relevant and up to date. Staff are confident to whistle-blow if an allegation is made against a member of staff. They know who this should be reported to. All staff complete regular training on safeguarding to support their knowledge and confidence.

What does the setting need to do to improve?

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

- develop the use of differentiation in teaching, to ensure interactions with the youngest children fully support their learning and development.

Setting details

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| Unique reference number | 219149 |
| Local authority | Central Bedfordshire |
| Inspection number | 10234343 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Sessional day care |
| Age range of children at time of inspection | 2 to 4 |
| Total number of places | 24 |
| Number of children on roll | 24 |
| Name of registered person | Mentmore Road Under Fives Committee |
| Registered person unique reference number | RP518994 |
| Telephone number | 07845 971542 |
| Date of previous inspection | 8 November 2016 |

Information about this early years setting

Mentmore Under Fives registered in 1992. The pre-school employs seven members of childcare staff. Of these, one has qualified teacher status, and four hold appropriate early years qualifications at level 2 or above. The pre-school opens during term time only. Sessions are from 9.15am until 2.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lisa Smith

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 manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 manager and the inspector carried out a joint observation during a planned activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in 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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