

Inspection of Great Holm Pre-School

87 Kensington Drive, Great Holm, Milton Keynes, Buckinghamshire MK8 9AY

Inspection date: 10 May 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 follow a curriculum that helps them to become independent in their personal skills and confident communicators. Staff have high ambition for all children and continually review and adapt the curriculum to meet their needs. Children move around the pre-school with a strong sense of purpose and enthusiasm for their learning, displaying good levels of concentration. Children enjoy playing outdoors. Staff are developing the garden area with new initiatives, and this is highly beneficial for children's learning. It promotes both their physical development and emotional well-being, especially for children who need to expel high energy levels. Staff extend and expand on children's interests. When children enjoy the story of 'The Three Little Pigs', staff bring the story alive for them. Children use puppets to act out the story and building homes using wood, straw and bricks. Children repeat and re-tell their favourite parts of the familiar story showing their good ability to recall their previous learning and make connections with new ideas.

All children, including children with special educational needs and/or disabilities (SEND) and those who speak English as an additional language, make rapid progress at the pre-school. Children behave well as staff give them clear and consistent guidance and support. Children form secure attachments with the staff who care for them and form close relationships with each other.

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

- The manager effectively communicates the intent of the curriculum to staff. As a result, staff are confident in providing children with learning that promotes their good development. The organisation of activities, including smaller group times in a quieter room, enable staff to focus upon supporting children's speech and language skills well.
- Staff use group story times and rhymes to build on children's early talking skills. Staff recognise when some children need extra support with their interactions with others. They ensure that their interactions with children focus on eye contact, repetition and building confidence in conversations.
- Children with SEND have particularly good experiences at the pre-school. This is because the curriculum is flexible, and staff know how to support their individual learning. They work closely with other professionals, families and the local authority, supporting children's all-round development.
- The manager is continually developing the curriculum and finding further ways to engage children. However, currently there is little focus on supporting children to engage with technology and learn about how to use this safely.
- Staff are extremely alert to children who need extra help in managing their strong feelings and support them to talk about how they feel. Staff encourage

children to find their own resolution to minor disagreements as a result, they start to learn how to deal with conflict.

- Many children have high energy levels and like to play in extremely physical ways. Staff manage this to keep children safe. However, they do not always find an outlet and manner for children to have opportunities to continue to explore these strong physical impulses in a suitable way.
- The high-quality interactions between staff and families help to bring children's home lives into the pre-school in meaningful and authentic ways. This embeds children's awareness and understanding about the differences and similarities between themselves and their friends. Children's diverse backgrounds and experiences are valued and celebrated at the pre-school.
- Key persons know the children they care for extremely well. Children lean in and cuddle up with staff when they want comfort and reassurance. These highly effective relationships contribute towards children's sense of safety and security at the pre-school.
- The pre-school plays a vital role in the local community. This is strengthened by children enjoying trips within the local area, such as to visit residents of the care home. Parents and carers can be highly involved in their children's care and education by joining the committee which leads the pre-school. Consequently, parents and families have high involvement in running the pre-school.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a good understanding of how to recognise and report any concerns about children's welfare. They are clear on the correct avenues to take if they need to report concerns to the local safeguarding partners. Staff contact families when children do not attend the setting to check that they are safe and well. There are rigorous, safe recruitment measures in place to confirm staff are suitable to work with children. Staff carry out risk assessments to ensure that the environment is suitable for children. Staff have regular supervision and support to ensure they are confident in supervising and supporting children.

What does the setting need to do to improve?

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

- expand the curriculum to introduce children to more technology in their play, developing their confidence in keeping safe when using devices
- introduce effective ways for children to explore their lively, boisterous play in ways that are safe and suitable.

Setting details

Unique reference number	141778
Local authority	Milton Keynes
Inspection number	10279900
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	26
Number of children on roll	39
Name of registered person	Great Holm Pre-School Committee
Registered person unique reference number	RP909354
Telephone number	01908 566459
Date of previous inspection	6 September 2017

Information about this early years setting

Great Holm Pre-School registered in 1989. It is located in Great Holm, Milton Keynes. The pre-school is open Monday to Friday from 9.30am to 2.45pm, during term time only. The pre-school also offers a breakfast club from 8.30am to 9.30am. The provider is in receipt of funding for the provision of free early education for children aged two, three and four years. The provider employs eight staff, and of these, seven hold relevant qualifications at level 3 and above.

Information about this inspection

Inspector

Hayley Marshall-Gowen

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 provider and has taken that into account in their evaluation of the setting.
- 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 manager.
- During the inspection, the inspector held a meeting with the manager and the administrator. She looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school.
- 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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