

# Inspection of Myland Pre-School CIC

Myland Parish Halls, Mile End Road, COLCHESTER, Essex CO4 5DY

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Inspection date: 6 June 2023

**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 warmly welcomed as they arrive, and happily leave their parents. They show great enthusiasm and curiosity to explore the activities on offer. Staff use assessment well and invest time in getting to know the children and their families. Staff successfully plan themed activities and a varied curriculum around children's interests and what they need to learn next. For example, children excitedly master the skill of putting on arm bands, rubber rings and sunglasses as they join in the 'ocean' role play. They recall information that they have learned about the sea and sea life, and use positional language, such as 'under the ocean', as they discuss humpback whales and crabs. Children learn the importance of caring for the environment as they discuss the danger to sea life of plastic waste in the ocean.

Children have established close bonds with their key persons. They demonstrate that they are confident and comfortable in their environment. The manager and team fully consider children's individuality, and speak knowledgeably about the children. They are committed to ensuring that the pre-school is a welcoming, inclusive and child-friendly place to learn. Resources are easily accessible for children to self-select and lead their own play. Children delight in looking for bugs in the garden and have immense fun using magnifiers. They are confident communicators and excitedly tell visitors about the different bugs they find.

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

- The staff have high expectations for the children attending. There is a strong focus on supporting their language and emotional development and preparing them for the transition to school. Children are encouraged to take care of their personal needs, supported by the staff. Children's behaviour is generally very good, and they understand what is acceptable. They listen intently at group time and thoroughly enjoy interactive stories. They know to put their hands up if they want to ask questions, and positively respond to requests from the staff.
- The manager and her team understand the importance of engaging parents in their children's learning. Partnership with parents is well established. Parents say how impressed they are with the 'wonderful' staff team. They say that the staff have a genuine interest in supporting their children. Communication is good and parents comment that they feel comfortable leaving their children, secure in the knowledge that they are kept safe.
- All children make good progress, including those who require additional support. The pre-school's special educational needs coordinator is very knowledgeable and experienced. The setting is inclusive and children receive the support they need to enjoy a meaningful day. Professional but friendly relationships have been established with parents and outside agencies. This means that all children, including those who require additional support, achieve the best

possible outcomes and are prepared for successful future learning.

- The staff constantly engage children in meaningful conversation and provide running commentaries during activities. They have a clear comprehension of how children develop their conversation skills, and introduce new words and signs to challenge their ability to communicate and increase their vocabulary. Staff provide many opportunities for singing and consistently use songs to support children's language development and simple mathematics. Children thoroughly enjoy selecting props from a song bag to initiate singing. However, on some occasions, staff do not ask questions to encourage children to think critically and problem-solve.
- Following the COVID-19 pandemic, the pre-school has had to make adaptations. However, staff morale is good and they work well as a team, clear in their roles and responsibilities. They feel supported and valued, and know that their ideas and suggestions are welcomed. Staff welfare is fully considered. All staff are supported in their own continuous professional development. Staff speak with enthusiasm about training opportunities as they understand the positive impact that they have on outcomes for children.
- The manager ensures that the curriculum is planned and securely embedded across all areas of learning, and provides an inclusive environment. Children are very familiar with the routines of the pre-school and respond well to the requests of the staff. However, on occasions, the routines impact on the children's play, concentration and learning. For example, when children are engrossed in their play they are interrupted for group sessions or having to return indoors for snack.

## Safeguarding

The arrangements for safeguarding are effective.

Children's welfare is protected as staff demonstrate a secure understanding of how to keep children safe. They are clear about the procedures to follow should they have a concern regarding a child's well-being. The completion of regular safeguarding training is a priority, including wider aspects of child protection, such as the 'Prevent' duty, to ensure that all staff are confident in how to protect children. This includes the process for whistle-blowing. A robust recruitment policy ensures that children are cared for by staff who understand their roles and are suitable to do so. Well-planned activities help children to understand the importance of keeping safe.

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

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

- use effective questioning techniques to extend children's language, help them to think critically, and solve problems independently

- improve the daily routines, such as snack time, to ensure that they do not interrupt children's play and learning.

## Setting details

<b>Unique reference number</b>	EY462427
<b>Local authority</b>	Essex
<b>Inspection number</b>	10288917
<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>	26
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Myland Pre-School CIC
<b>Registered person unique reference number</b>	RP908386
<b>Telephone number</b>	07544 830780
<b>Date of previous inspection</b>	6 November 2017

## Information about this early years setting

Myland Pre-School CIC registered in 2013 and is situated in Colchester. The pre-school employs six members of childcare staff, all of whom hold appropriate early years qualifications from level 2 to level 5. The pre-school operates on Monday, Tuesday and Friday from 9am to 3.30pm, and on Wednesday from 9am until midday, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lynn Hartigan

## Inspection activities

- This was the first routine inspection the setting has 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 manager and the inspector completed a learning walk together and discussed the curriculum and what the team want the children to learn.
- 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 together.
- The inspector spoke with staff and children at the inspection.
- Parents provided the inspector with oral and written feedback.
- The inspector looked at relevant documentation and 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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