

Inspection of Yaxley & Mellis Pre-School

Mellis C E V Cp School, Yaxley Road, Mellis, EYE, Suffolk IP23 8DP

Inspection date: 27 February 2025

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 are greeted by name in the morning with enthusiasm and warmth. They excitedly run into pre-school, eager to begin their day. Children find their named pegs and hang up their coats. Once inside the pre-school room, children are straight into their learning and are engaged in their play. Activities support children well from the onset and children climb, complete art and craft activities, build and play with play dough. The resources are well thought out and help children settle.

Conversations between staff and children are meaningful. Staff extend children's thinking skills, ask open-ended questions and repeat words back to children. Children hold conversations with each other during their play. Staff have high expectations for children's independence and knowledge of the world in which they live. For example, children research animals of the world and their habitats.

Outside provides children with a wealth of opportunities to extend their physical development. They eagerly show how much they love being in the garden, as they ride on bicycles and tricycles explaining, 'I'm trying to get past this traffic.' Children push their friends on go-carts, climb up and slide down slides and throw balls into a basketball net. 'Watch me' they say, keen to show what they can do and confident in their own abilities.

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

- Children have numerous opportunities to develop their fine motor skills. They make marks with pencils, draw on the wipe board and use scissors with confidence. As result, children develop their creative skills and strengthen their muscles needed for early writing.
- Support for children with special educational needs and/or disabilities (SEND) is good. Support plans are in place and staff work closely with parents and other professionals to ensure that the right support for children is implemented to meet their needs. As a result, children with SEND make good progress.
- Parents speak highly of the pre-school and the staff. They comment that they are well informed, there is good correspondence and that they know their child's key person and next steps. They express how much the pre-school has supported them with their children's individual needs stating, 'I felt like they loved my child and would take care of them like I would.' Home learning and parent partnerships are a strength. Parents receive regular newsletters, attend stay-and-play sessions, sponsored walks, Christmas singing and sports day.
- Routines are embedded and behaviour is good. Children patiently wait at the door to go outside and once they have finished their lunch, put the lids onto their lunch boxes and put their lunch boxes into the fridge themselves. They support their friends who are a little unsure, by showing them what to do. This

means that children know the expectations and build friendships through offering support.

- Circle time allows children to talk about the beginning of their day. They sing songs, and staff support with actions to enrich and embed learning. Older children are given small tasks. They count how many bowls are needed for snack time and put them out ready. This extends learning for the older children. However, some younger children drift in their engagement as they wait for snack to be prepared. At lunchtime, some children run around and are not engaged while staff undertake setting up and tidying away duties. As a result, learning for some children at times of transition is inconsistent.
- Staff support children's self-regulation well. For example, they support positive behaviour for children to work collaboratively to build a den, to include others successfully in their play. As a result, all children feel included.
- Leaders work alongside the local authority to continuously improve the pre-school. They enrol and undertake training themselves and ensure that the whole staff team's knowledge is up to date and continuously developing. They work in close collaboration with the local school to widen children's experiences and support smooth transitions in the next steps of their educational journey.

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:

- deploy staff to ensure a consistent and meaningful approach to all children's learning at all times, for example during transitions between daily routines and activities.

Setting details

Unique reference number	EY393732
Local authority	Suffolk
Inspection number	10375952
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 11
Total number of places	26
Number of children on roll	35
Name of registered person	Yaxley and Mellis Pre-School
Registered person unique reference number	RP528989
Telephone number	01379788458
Date of previous inspection	10 May 2019

Information about this early years setting

Yaxley and Mellis Pre-School registered in 2009. The setting employs six members of childcare staff. Four staff hold appropriate early years qualifications at levels 3 to 5, including the manager. Pre-school sessions are from 9am until 3pm. The pre-school also offers wraparound care for pre-school children and those who attend the primary school on site, from 7.45am until 9am and from 3pm until 5pm Monday to Thursday and from 7.45am until 9am and from 3pm to 4.30pm on a Friday. The pre-school provides funded early education for all eligible children.

Information about this inspection

Inspector

Vanessa Hancock-Sharman

Inspection activities

- The manager and the inspector completed a learning walk together and talked to the inspector about their curriculum and what they wanted their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to the chair of the committee about the leadership and management of the pre-school.
- Parents shared their views of the pre-school with the inspector.
- Children communicated with the inspector during the inspection.
- Staff spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The manager and inspector carried out a joint observation and held a discussion.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on the children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of 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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