

Inspection of Inquisitive Minds Pre-School

Central Community Centre, Emlyn Square, Swindon, Wiltshire SN1 5BP

Inspection date: 12 July 2024

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	Outstanding

What is it like to attend this early years setting?

The provision is good

Children are content and happy at this welcoming setting. They feel safe and develop a strong sense of belonging as staff get to know children and their families well. Staff implement a curriculum that considers the needs and diverse backgrounds of all children. Staff use words from children's home language. For example, they greet them in Hindi. Children behave well. The youngest children show well-developed social skills and happily share toys with each other. Staff ensure that children are suitably challenged, particularly those who are older and most able. Children enjoy science experiments to promote their thinking skills.

Staff are committed to making a positive difference in children's lives. All children make good progress, including those with special educational needs and/or disabilities (SEND) and those in receipt of additional funding. Staff work closely with parents and use advice from other professionals to develop individual learning plans for children. Staff provide one-to-one support so that children can learn at a pace that is suitable for them. This helps children to achieve the best possible outcomes. The manager uses extra funding to enrich children's experiences and enhance their skills. She arranges weekly clubs, including woodwork and sports. Staff teach children how to keep themselves safe and healthy. Children learn about the setting's 'golden rules', such as walking inside, and staff encourage them to adopt healthy diets.

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

- The manager has a clear and strong vision for children's early education. She collaborates with her staff team to ensure that the curriculum aligns with the needs and interests of the children. The manager meets with staff regularly, both one to one and as a team, to discuss their professional development. The manager carries out her own independent research and uses this to inform practice. Staff have opportunities to develop their skills and knowledge through regular training. The manager promotes staff well-being. She understands the importance of this in promoting a high-quality learning environment for children.
- Staff offer a curriculum that successfully incorporates all areas of learning and supports children to build on what they already know and can do. Staff teach children valuable independence skills from a young age. This includes serving themselves food and putting on their coats. Staff encourage children to problem-solve. They learn about balancing as they build with bricks. Children develop their hand muscles as they squeeze sponges and pipettes. This helps to prepare them for early writing. Children successfully gain the foundations needed for future learning, including starting school.
- Staff help children to develop good communication and language skills. They narrate and model new words alongside children's play, to build their vocabulary.

Staff ask open-ended questions to provoke conversation, so that children can practise their communication skills. Staff use sign language and visual timetables to help children to understand and follow routines. However, at times, staff do not use these consistently to support all children, particularly those with SEND. This impacts on children's participation and learning during key times, such as lunchtime.

- Staff teach children about the diverse world around them and value children's different backgrounds. For instance, they explore foods from their culture, and the cook freshly prepares these meals on site for all children to try. Children learn to speak other languages, such as French and Spanish. This helps children to learn about what makes them unique and develops their awareness of cultures other than their own.
- Staff promote children's understanding of healthy lifestyles well. They provide nutritious meals and snacks, such as passion fruit and mango. Children learn where food comes from as they grow herbs to use in cooking activities. Staff support children's oral hygiene. They arrange for a dentist to visit to talk to children about the importance of regular teeth brushing.
- Partnerships with parents and other professionals are a strength of the setting. Staff communicate well with parents and use methods to overcome any language barriers. They regularly invite parents in for stay-and-play sessions with their children. Parents value these and say that they learn lots from staff about early education. They report that staff have helped them to learn to communicate better with their children. Parents commend the staff and describe them as 'incredible people'.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts the 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:

- support staff to consistently use the available visual aids to help children to understand and follow routines, particularly those children with special educational needs and/or disabilities, to maximise their participation and learning.

Setting details

Unique reference number	EY537549
Local authority	Swindon
Inspection number	10113743
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	42
Name of registered person	Tips4choices CIC
Registered person unique reference number	RP537548
Telephone number	01793 574 489
Date of previous inspection	10 October 2018

Information about this early years setting

Inquisitive Minds Pre-School registered in 2016. It is located in Swindon, Wiltshire. The setting opens from Monday to Friday, 8am to 6pm. The setting receives funding for the provision of early education for children aged two, three and four years. There are nine members of staff working with the children. Of these, one holds a level 7 qualification, two hold qualifications at level 5, one holds a level 3 qualification, four hold qualifications at level 2, and one is unqualified.

Information about this inspection

Inspector

Michelle Grayling

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 deputy joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector spoke to staff at convenient times during the inspection.
- The inspector observed interactions between staff and children.
- The inspector spoke to children to find out about their time at the setting.
- The manager and inspector carried out a joint observation on teaching together.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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