

Inspection of Little Rascals Preschool

Ridgeway Community Centre, 33 Dulverton Drive, Furzton, Milton Keynes,
Buckinghamshire MK4 1NA

Inspection date: 3 December 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children show excitement and joy as they quickly join their friends and choose their play. Staff create a warm and welcoming setting where children are happy and ready to learn. Staff provide a range of interesting and inviting activities for children to engage in as they settle in for their day. Children seek out their friends and the adults caring for them. They initiate conversation and talk about what they are going to do during their time at pre-school.

Children engage in activities for sustained periods. Staff join the children and offer praise and encouragements as they enjoy their time at the gluing activity and behave very well, sharing resources and helping each other. For example, they share the glue and other resources to make winter pictures. They are aware of others and show respect for their friends and the staff in the room.

Children learn about healthy lifestyles and begin to learn what makes them unique. Staff talk to children about their bodies and ask questions that support their thinking skills. They learn about their bodies and the function of their vital organs. For example, children point to and show where in the body their heart and lungs are. Children are quick to join in together to say that their lungs are for breathing and hearts pump blood around their body.

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

- Managers and staff have an ambitious curriculum that supports the learning and development of children effectively. The staff team is knowledgeable about the starting points of all the children. They focus their learning aims on children's needs and interests, offering a range of activities that are both exciting and interesting for the children.
- Children are developing independence skills well when making choices in their play and the friends they interact with. Staff model positive interactions with others, and this helps children in developing relationships with their friends as they play imaginatively, sharing their ideas. For example, they create a den and make up their own songs together.
- Managers make good use of early years pupil premium funding. For example, they use it to offer children additional sessions at pre-school to further support their learning. Additionally, children with special educational needs and/or disabilities are supported well by the staff team. They know the children well, providing the teaching and support children need to make good progress.
- Overall staff support children's communication and language development well. Children experience a range of activities, such as learning to sing and sign, listening to stories and having conversations with staff. However, staff are not always consistent in providing meaningful interactions for quieter children to

ensure all children hear the language and new vocabulary they need to build on their language skills.

- Children focus and show good levels of concentration as they engage for sustained periods in a chosen activity. Staff engage with children, offering praise and encouragement, supporting children's focus and enjoyment in their activity, for example in arts and crafts. Children explore a range of resources that build their fine motor skills as they learn to use scissors and develop their hand muscles to hold pencils to draw and create winter pictures.
- Staff plan a range of activities to support children's physical development. Children begin to learn about their bodies and what they can do as they explore and ride bikes in the garden. They become aware of the space around them and negotiate this to ride around others and objects in the garden.
- Children behave very well. Staff model the behaviour they expect to see from children, and as a result, they are polite and kind to each other. They use good manners independently and say 'please' and 'thank you' without prompting when asking for toys or equipment. They enjoy helping to care for the pre-school and are quick to help during tidy-up time.
- Parents know what it is their children are learning and the progress they are making. Staff provide detailed feedback and share information that helps parents in supporting their children's learning and development at home.

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:

- strengthen staff's interactions to support a consistent approach in helping children develop their communication and language skills and learn new vocabulary.

Setting details

Unique reference number	2697767
Local authority	Milton Keynes
Inspection number	10367432
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	35
Number of children on roll	35
Name of registered person	Bletchley Pre-school Playgroup Committee
Registered person unique reference number	RP517350
Telephone number	01908 375351
Date of previous inspection	Not applicable

Information about this early years setting

Little Rascals Preschool registered in 2022. The pre-school employs six members of childcare staff. Of these, 4 hold appropriate early years qualifications. The pre-school is open from 9am to 3pm, Monday to Friday, term time only. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Robinson

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- 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 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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