

Inspection of Milldene Playgroup

69a Barbrook Lane, Tiptree, COLCHESTER CO5 0JH

Inspection date: 24 September 2024

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 happy and enjoy their time in the setting. They make good use of the well-resourced outdoor area, which reflects their interests and learning needs. Children are curious and develop positive attitudes towards their learning. For example, children keenly share their knowledge about dinosaurs and staff engage in conversation with them about their different features.

Leaders have developed a clear curriculum for all children, which is shared effectively with all staff. This enables staff to shape their teaching and plan fun and interesting activities that help children towards specific targets in their play. For instance, staff encourage children to join in with games, such as 'What's the time Mr Wolf?', to build on children's participation in group activities.

Children behave well. Staff are calm role models and provide a consistent approach to supporting children's positive behaviour. Most children are familiar with the routines of the day and know what is expected of them. They listen and respond to staff's instructions. For example, when staff ring a bell and ask children to tidy up, children are quick to respond. Children demonstrate positive relationships with staff, who are affectionate with children and provide them with cuddles and reassurance. This helps to boost children's sense of security, and helps them to form close relationships with their key person.

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

- The provider has notified Ofsted of an incident where there were breaches of the statutory requirements. The notification means that the provider met their legal responsibility set out in the 'Statutory framework for the early years foundation stage' to notify Ofsted of significant events. The provider has reviewed this incident and promptly taken steps to improve the security of the premises to reduce the risk of children being able to leave the premises unsupervised.
- Children with special educational needs and/or disabilities (SEND) and those in receipt of additional funding are well supported. Staff work closely with outside professionals to ensure that children have appropriate support in place. Leaders ensure that additional funding the setting receives is used to meet individual needs and enhance outcomes for children effectively. As a result, children make good progress from their starting points.
- Staff support children's communication and language skills well. They model clear language and repeat words back to children. Staff use Makaton sign language to support the development of spoken language for those children who need additional support. Children enjoy regular stories and song times and look at books independently. High-quality back-and-forth interactions help children learn to converse confidently. For instance, when making play dough pizzas, staff

encourage children to share their experiences of visiting restaurants.

- Leaders plan a settling-in procedure for new children when they first start at the setting. They gather detailed information from parents to help them get to know the children well. Leaders provide a visual timetable to help children learn the structure of the day and provide an understanding of what comes next. However, staff do not consistently use this approach, which sometimes makes it challenging for new children to settle at times during the day.
- Staff spend time teaching children about good hygiene routines. They provide activities to help children learn about the importance of brushing their teeth. Children talk about their routines at home and what times of the day they brush their teeth. Staff support children to take responsibility for managing their personal hygiene. For example, they provide a snuffle station for children to independently wipe their nose and explain how to prevent the spread of germs when coughing.
- Partnerships with parents are strong. Parents are extremely pleased with the progress their children make in the setting. They feel well informed about what their children are learning and have a clear idea of how they can support their children at home. Parents say that any questions or queries are answered swiftly and comprehensively.
- Staff report feeling well supported and part of a strong team. Leaders regularly observe their teaching practice and provide helpful feedback. Staff attend training courses to enhance their professional development. They provide feedback from their training to the team and implement changes to enhance practice. Furthermore, they share new knowledge and ideas with parents to further improve outcomes for children.

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:

- support staff to use planned strategies to help children understand the structure and routines of the day to help them feel secure.

Setting details

Unique reference number	EY224523
Local authority	Essex
Inspection number	10359228
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	47
Name of registered person	Tiptree Pre School Playgroup Committee
Registered person unique reference number	RP903024
Telephone number	01621 816402
Date of previous inspection	9 January 2019

Information about this early years setting

Milldene Playgroup registered in 2002. The playgroup employs 11 members of childcare staff. Of these, one holds an appropriate early years qualification at level 5 and nine hold qualifications at level 3. The playgroup opens from Monday to Friday, during term time only. Sessions are from 8.40am until 3pm.

Information about this inspection

Inspector
Shelly McDougall

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Staff spoke to the inspector about how they support children with SEND.
- 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.

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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