

Inspection of Mitton Manor Pre-School and After School Club

Carrant Road, Tewkesbury, Gloucestershire GL20 8AR

Inspection date: 1 July 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 receive a warm welcome from staff when they arrive at the pre-school. They show great excitement as they run off to link up with their friends and play. They thrive in the care of the enthusiastic, friendly staff who know each child's needs, backgrounds and interests. Children show they are settled and really enjoy the rich and varied indoor and outdoor learning experiences that staff plan.

Staff skilfully support all children to encourage their language and thinking. They model language, provide a narrative to children's play and introduce new vocabulary. Children show confidence to initiate conversations with visitors. They talk about what they are doing, talk about their families and explain the pre-school routine and what tasks entail. For example, they explain and demonstrate how to tap out the number of syllables in words, remarking that some names have one, two or three 'sounds'. Staff seek outside professional support and implement effective strategies to enhance the support they provide for children who find verbal communication more difficult.

Staff use every opportunity to foster children's self-esteem and show genuine pride when children achieve. Children develop confidence, learn behavioural expectations and are well behaved. During 'carpet time', children preparing for the move on to school recall expectations to use their 'eyes for looking, ears for listening, put their hands in their laps, cross their legs and put their hands up if they want to say something'. They learn to take turns and share.

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

- All staff are highly enthusiastic in their roles. They work with a passion to ensure that every child is nurtured in their learning and development. They share observations of children's learning so they all understand what children need to learn next. Staff embraced the changes the management team implemented over the last year. They changed the learning environment and curriculum planning. Staff completed training to develop their understanding of 'in-the-moment planning' to promote children's learning as they play. They set out a varied choice of continuous play provision that children can access independently, helping children engage in self-directed play. Children explore and develop their creativity and social skills. However, staff are still embedding their support for these processes.
- The committee and managers provide sensitive support, as needed, to ensure staff's emotional well-being. Managers monitor the effectiveness of the curriculum and practice well overall but have not fully considered how to raise the quality of teaching to an even higher level. Although staff interactions with children are highly positive, there are times when some children would benefit

from a little more guidance during their self-chosen play to challenge their skills as much as possible.

- The management team carefully considers how best to use extra funding. For example, it is used to pay for extra pre-school sessions and to purchase resources to aid children's muscle development and enhance their sensory skills.
- Staff provide regular outdoor opportunities and are mindful to protect children during heat waves. Children explore the forest area and enjoy learning to use tools safely. Children develop their physical agility. They use equipment to develop their climbing and balancing skills. Children dig in sand to find shells, fill buckets and transfer the sand to 'cook' and 'serve pancakes and birthday cakes'. Children gain an understanding of the world. For example, they grow vegetables and learn the life cycle of butterflies.
- Children's mathematical development is promoted very well. They count confidently. Many count to 10 and beyond. Some recognise numerals. Staff challenge the most able children to complete simple calculations and gain understanding of more complex mathematical ideas, such as multiplication.
- Children develop a love of books and develop early writing skills. Staff read stories with great enthusiasm and ask questions to engage the children's interest. Children also look at books independently. Children enjoy drawing. They practise their writing skills as they note down names, with many letters formed correctly. Younger children join in and enthusiastically describe the meaning of the marks they make.
- Parents share how impressed they are with the support they and their children receive from staff. They feel extremely well informed about their children's learning. They appreciate regular progress updates and photos on the parent app, parents' evenings and the 'open door' policy.
- Staff actively share information with other settings children attend. They use what they learn from other professionals to enhance children's learning. Excellent partnership working takes place with the neighbouring school. Staff take children to meet teachers, eat lunch with the school-aged children and participate in physical education sessions. Enhanced transition arrangements help children who may find the move on to school more difficult.

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:

- monitor the effectiveness of the curriculum and staff practice even more closely

to identify ways to enhance children's learning further and raise the quality of teaching to the highest level.

Setting details

Unique reference number	101658
Local authority	Gloucestershire
Inspection number	10399448
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	31
Number of children on roll	45
Name of registered person	Mitton Manor Pre-School & After School Club Committee
Registered person unique reference number	RP519852
Telephone number	01684275426
Date of previous inspection	3 December 2019

Information about this early years setting

Mitton Manor Pre-School and After School Club registered in 1986. The pre-school is open each weekday, during school term time, Monday to Thursday, from 8.30am to 3.30pm, and on Fridays between 8.30am and 3pm. Morning, afternoon or full day sessions are offered. After-school provision is no longer offered. The pre-school provides government-funded early years education for children. They also receive specific funding for disadvantaged children. The voluntary committee employ nine members of staff working directly with the children, plus bank staff. They also have a voluntary helper. Of the staff team, two hold level 6 qualifications, four have level 3 qualifications, two hold a qualification at level 2 and one is unqualified.

Information about this inspection

Inspector
Linda Witts

Inspection activities

- The inspector spoke with the manager about the leadership and management of the setting.
- The manager joined the inspector on a learning walk of the pre-school premises and discussed the early years curriculum.
- The inspector observed the interactions between staff and the children. They observed the quality of education being provided for all children, both indoors and within the outdoor canopy area.
- The manager and inspector completed a joint observation of a planned activity.
- The inspector spoke to staff and children at appropriate times during the inspection.
- Parents shared their views of the pre-school provision with the inspector. Written feedback from parents was also read by the inspector.
- 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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