

Inspection of Rugrats Preschool @ Old Farm Park

Britten Grove Centre, Holst Crescent, Old Farm Park, MILTON KEYNES MK7 8QU

Inspection date: 16 September 2025

Overall effectiveness	Good
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

There is a clear and concise curriculum intent that is well informed by observations and assessments of children's development. There is a strong focus on supporting children's communication and language development, and staff direct their teaching to expand on children's individual progress. For example, staff have learned basic sign language to help support children who are not yet talking and encourage confident talkers to expand on their vocabulary. By having a good knowledge of the local area and through carrying out home visits, staff can ensure that the curriculum is tailored to bring about the most benefit for children. Children are making good progress and staff are alert if their development does not meet expectations. They take swift action to develop plans of support. Children really enjoy their time at the pre-school. They develop friendships, learn about how to play together and demonstrate a positive attitude towards their learning.

Children's behaviour is excellent. They know expectations, such as how to use the climbing frame safely and share their knowledge with others. For example, older children explain they must not climb up the slide. This helps younger children to learn from them, and they readily follow the rules that are in place to keep them safe.

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

- Every opportunity is used to introduce children to new words. Children play at the play dough pizza table and learn the names of different toppings. Staff progress the activity forward by later having a pizza making session, where children get to try the healthy foods they have learned about. By joining up children's experiences, they gain a deep understanding of new words and ideas.
- Children show high levels of engagement and enjoyment in their play. They share in experiences, such as role-playing being fire fighters. Children expand on their ideas, dressing up, then deciding on an imaginary fire and finally riding bicycles and ride-on toys to get to the fire. As their play evolves, they make fire engine sounds and excitedly encourage each other. This shows how children can use their prior learning to share their knowledge within the group.
- Overall, staff know children well and identify next steps to support their progress. However, some staff know less information about children's experiences prior to starting at the pre-school, especially when they have attended another childcare provision. This means that they do not have the same wealth of knowledge as other staff to build on what children already know and can do.
- There is an abundance of opportunities for children to use their physical skills in exciting ways. In the garden, children dig in sand in the beach shed. They plant vegetables and dig in the soil. Repeated activities and opportunities for children

to use their large and small muscles mean they practise and hone their skills. This encourages them to become confident in their abilities.

- Staff explain to children about how to keep themselves safe when using equipment. Children demonstrate they understand. Staff trust children and, in turn, this encourages children to take responsibility. As children can engage in risky play, they learn to take small manageable risks. This equips them well for understanding how to keep themselves safe.
- Staff are attentive to meeting children's needs. Key-person relationships are strong. Staff spend time with children, ensuring that they are provided with comfort and support when they first start at the pre-school. This helps to establish trusting relationships between children and staff. Children form close attachments to the staff who care for them.
- Mealtimes are organised effectively. This ensures that children are supervised, any dietary requirements are supported and children receive clear messages about making healthy food choices.
- Staff work hard to establish positive relationships with parents. They spend time sensitively exchanging information with them during drop-off and collection times. Staff also share information about children's care and education through an online app. This helps parents to know how to support children at home. Parents say they feel welcome at the setting.
- There is strong leadership at the pre-school. The provider is supportive and ensures that staff have the support and supervision they need to fulfil their roles well.

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:

- expand on current arrangements to gather even more relevant information about children's prior experiences to enhance the curriculum and support for children from the very beginning.

Setting details

Unique reference number	2802320
Local authority	Milton Keynes
Inspection number	10420008
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 3
Total number of places	40
Number of children on roll	13
Name of registered person	Two Mile Ash Preschool
Registered person unique reference number	2663525
Telephone number	01908968660
Date of previous inspection	Not applicable

Information about this early years setting

Rugrats Preschool @ Old Farm Park registered in 2024. The pre-school operates from a community building in Old Farm Park. The pre-school employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above. The pre-school opens from Monday to Friday during term time. Sessions are between 9am until midday, and from midday until 3pm. The pre-school offers government funded places for children aged two to three years and children in receipt of additional funding due to disadvantage.

Information about this inspection

Inspector

Hayley Marshall-Gowen

Inspection activities

- This inspection was prioritised following a risk assessment process.
- The inspector discussed the intent of the curriculum and observed its implementation during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- A joint observation was completed and discussed with the manager.
- During the inspection, the inspector held a meeting with the manager and the provider. She looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school.
- The inspector spoke with staff and children at suitable times throughout the inspection.
- Parents were invited to share their views with the inspector. Several parents discussed their views during the inspection and the inspector took account of all feedback received.

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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