



Milton Park Pre School

Inspection report for early years provision

Unique Reference Number	143500
Inspection date	22 November 2005
Inspector	Amanda Shedden
Setting Address	Eastney Road, Southsea, Hampshire, PO4 8ET
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Registered person	Milton Park Pre-School
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Milton Park Pre-school is situated in the Milton area of Portsmouth, and has been a registered provision since 1982. It is a registered charity, committee run group. The supervisor is responsible for the management and day-to-day organisation of the provision. The pre-school is based in within Milton Park Junior School and serves children from all surrounding areas. Children have use of two adjacent classrooms and access to the school hall and playground. The pre-school is open term time only,

Monday to Friday, from 09.00 until 11.45 and from 12.45 until 15.15. It is the policy of the pre-school to accept children from the age of 2 years 9 months old. At the time of the inspection, 51 children were on the register, including 42 three year olds in receipt of funding. The group provides appropriate support for children with special educational needs and children who speak English as an additional language. At the time of the inspection, 10 members of staff were employed to work with the children, 5 members of staff hold relevant early years qualifications and 5 are working towards a qualification. The group receives support from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy a wide range of activities which contribute to their good health. Children explore, test and develop control of their bodies through a range of activities to help them develop their physical skills, for example using a range of materials to manipulate from play dough to sticking different textures to make a sleigh. Children become competent in using their large muscles when playing in the well equipped playgrounds or indoors with parachutes or other equipment in the school hall.

Documentation is in place to protect children however some is not kept in a sufficiently confidential manner.

Children have a good understanding of personal hygiene and they are becoming increasingly independent in their personal care. They are aware of having to wash their hands before eating and after messy play.

Children are offered fresh fruit and other healthy snacks each day and they can access drinking water throughout the sessions. Care is taken to ensure that children do not access food they may have allergies to.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The environment is child friendly and welcoming, children feel relaxed and comfortable, most are happy to leave their parents and extra support is given to children that require it until they are feeling secure.

Children freely select from a range of safe and appropriate resources suitable for their abilities. Regular risk assessments are undertaken to ensure that risks to children are minimised.

All required documentation is in place and understood by staff to ensure children's welfare is safeguarded and promoted for example policies reflecting how to stay safe on outings, risk assessments and the evacuation procedure is regularly practised.

Staff have a sound understanding of the procedure to be followed if they had a concern over a child ensuring that the children's welfare is promoted

Helping children achieve well and enjoy what they do

The provision is good.

Children settle well into the pre-school and they quickly become familiar with the daily routine. New children are given time to settle and quickly become eager to join in all the activities. Good quality conversation flows freely between the children and staff developing the children's communication skills effectively.

Children play well individually and socially with their peers, for example during imaginative role play in the home corner and when using the dressing up clothes. The staff's effective interaction with the children ensure that children are happy to communicate their thoughts, wishes and feelings, fostering their self esteem.

Nursery Education

The quality of teaching and learning is good. Children thrive in the calm and stimulating atmosphere and they have a positive attitude to learning. Children are motivated and are confident to ask questions. The children play well together and have positive relationships with each other and the staff. They are confident to talk in large group situations and to converse with each other whilst playing. They show good concentration during circle time and when playing individually or in small groups, for instance when building the train track.

All children are encouraged to make their mark and more able children can write their names, whether in the role play area, using the office equipment or when naming their work. Children are learning about linking sounds to letters and rhyming through the many planned and incidental opportunities the staff create.

Children gain confidence in using numbers for counting and are increasing their knowledge of mathematical language to describe shape and numbers through planned and routine activities for instance at snack time and when dividing into two groups. However they are not gaining an understanding of addition and subtraction.

Children develop a good sense of time as they respond well to the daily routines. They become increasingly familiar with technology as they learn to use tape recorders, calculators and thoroughly enjoy using the remote control bugs.

Children enjoy using their imagination whilst exploring different colours and textures. They are competent in expressing and communicating their ideas.

Staff are enthusiastic and provide a stimulating learning environment for the children. They have a good understanding of the Foundation Stage and how children learn. Children are offered a range of interesting activities that are planned for each session. Observations are made on the children and these are used to enhance the planning to ensure that children are building upon their own skills and abilities. Staff know the children well and ask open-ended questions, helping children to extend

their learning. Appropriate challenges are set for all children according to their individual stage.

Helping children make a positive contribution

The provision is good.

Children are valued and respected as individuals, their needs are met due to the staff's understanding of their needs. Good quality resources and planned activities ensure that children learn about the cultural diversity of the world around them.

Their behaviour is very good and children's understanding of right and wrong is increased as they respond to gentle reminders from the staff to care for each other. Children are praised regularly and there are reward systems in place to encourage children to manage their own behaviour.

Children with special needs are supported well within the pre-school. Staff work with the children, their parents and other agencies to ensure children are getting the care they need to progress. This positive approach fosters children's spiritual, moral, social and cultural development.

Partnership with parents is good. The positive relationships with parents ensure that parents value the pre-school. They are fully aware of the experiences their children are having and can readily see where and how their children are making progress.

Organisation

The organisation is good.

Children's care is enhanced by the effective organisation and leadership of the nursery. Children feel at ease with the environment and staff enabling them to feel confident, which is conducive to their play and learning. There is good deployment of staff, space, and resources for working with children and communicating with parents. The stable staff team are suitably qualified and experienced to work with children, and continually update their knowledge and skills. New staff are vetted and inducted effectively, and work to a comprehensive set of policies and procedures to ensure children's welfare and education. All required documentation is in place, and is stored in a secure yet accessible manner. The setting meets the needs of the range of children for whom it provides.

The leadership and management is good.

The management and staff work well together. Management provides good support to staff through informal discussions, regular meetings and termly appraisals. Management ensures that all staff share ideas and meet regularly to plan and evaluate activities for the children. There is good leadership and commitment to continually develop, reflect upon, and improve children's care and education, through careful monitoring, regular training and working with the local childcare partnership.

Improvements since the last inspection

At the last inspection the pre school were asked to keep an accurate record of pre-existing injuries.

This is now place, pre-existing injuries are now recorded correctly and kept confidentially. These can now be used as evidence if a complaint is made against the pre school.

Complaints since the last inspection

There are no complaints to report. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure recordings of accidents are kept confidential

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- improve opportunities for children to gain an understanding of calculating.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk