

# Milton Park Pre School

Inspection report for early years provision

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<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## Description of the setting

Milton Park Pre-school is situated in the Milton area of Portsmouth and is managed by a committee. It was registered in 1982 and operates from rooms within Milton Park Federated Primary School in the Milton area of Portsmouth in Hampshire.

There are links with the host school and the Ethnic Minorities Achievement Service. The pre-school receives support from the Early Years Development and Childcare Partnership. The pre-school is a member of the Pre-school Learning Alliance.

The pre-school provides for children with special educational needs and/or disabilities and for children who speak English as an additional language. It is registered with Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The pre-school may care for no more than 32 children in the early years age group; of these, none may be under two years at any one time. There are currently 63 children on roll, 61 of whom receive funding. Children attend for either morning or afternoon sessions.

The accommodation includes two large rooms and has access to the school hall, playground and toilets. The pre-school is able to share the reception class enclosed playground and the school playground. The pre-school is open from 8.50am until 11.50am and from 12.10pm until 3.10pm daily.

There are nine members of staff. Eight practitioners including the Supervisor hold National Vocational Qualifications at level 3 and one has a level 2. Two members of staff have undertaken the Advanced Children's Protection Course. A teacher from the Ethnic Minority Achievement Service visits once a week.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Provision is good overall and children in all groups are safeguarded well in this inclusive pre-school. Children enjoy very positive relationships with all members of staff. A range of interesting activities is planned to ensure that children make good progress although children have few opportunities to ride wheeled vehicles. Links with the host school are good and ensure that children thrive when they transfer into the reception class. Links with the local Children's Centre are good and support all groups of children and their parents and carers. The manager and all members of staff show a strong commitment to continuous improvement and the capacity to improve is good.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve the system used to store details of children's accidents and first aid

- treatment to ensure that information is more easily accessible
- ensure children have more opportunities to ride wheeled vehicles to develop their balancing, control and coordination skills.

## **The effectiveness of leadership and management of the early years provision**

Safeguarding is good. Practitioners are very knowledgeable about safeguarding and child protection issues. All policies and procedures are in place, easily found and kept up to date to ensure children's safety. However, details of children's accidents and first aid treatment are not easily accessible because the information, which meets requirements, is not filed appropriately .

Recruiting and vetting procedures are thorough and ensure all adults who have contact with children are suitable. Collection procedures are very clear with password systems in place for those adults who collect children on parents' behalf. Security within the pre-school is good because children are very well supervised in the indoor and outdoor areas. Regular fire drills and daily risk assessments minimise danger to the children.

The pre-school is led by a very experienced supervisor who energises and supports well the team of hard working practitioners. At present, the supervisor and her team are waiting to have confirmation of the date when staff and children can move into newly built accommodation on site with greatly improved facilities for both indoor and outdoor learning environments.

A good start has been made on formal self-evaluation. Systems for planning and assessment are much improved and meet children's needs very effectively. Their learning moves forward quickly. The systems are outstanding. Practitioners make notes while observing individual children and insert them in key workers' folders. The content of each observation is discussed in detail. In addition, further observations are made and, for example, a map of children's movements and of how long they stay in different areas of the setting is constructed to show the pattern of their play and their preferences. This system helps practitioners to guide children in their learning development to make measurable strong progress.

Resources are good overall and the resources to promote children's understanding of diversity are excellent with a very wide range of dressing up clothes, puppets and dolls of every type, as well as jigsaws. Special foods are made by parents on festival days, such as the Eid festival and Chinese New Year. All resources are stored neatly and children can access them easily. Equal opportunities are promoted very effectively and practitioners have a good knowledge of each child's background and diverse needs. These are identified for additional support as early as possible and key workers share information with parents and inter-agency teams.

Partnerships with parents and carers, with the host school and other schools the children transfer to are good. Parents and carers are very pleased with the pre-school and say, for example, 'Staff make us feel very welcome', and, 'It's the people that make it special'. Home link books contain comments by key workers and parents that identify small steps in progress or general news. Members of staff in the host school and pre-school exchange information almost daily regarding children's progress as rooms are adjacent. Children from both settings share the playground. Teachers from other schools that children transfer to visit the pre-

school to observe their progress and specific needs.

## **The quality and standards of the early years provision and outcomes for children**

Children from all backgrounds achieve well in all areas of learning because activities are well-planned and organised. They are developing good skills which will help them in the next stage of their education. Key workers observe the children individually and evaluate their achievement in 'learning journals' that are shared with parents and carers. The visiting support teacher from the Ethnic Minority Achievement Service visits regularly and helps to overcome language difficulties that children and their parents experience. Her expertise contributes to the children's good progress. Key workers provide a range of meaningful contexts in which children have good opportunities to develop English. Children in all groups enjoy being in the pre-school. They are well cared for and their welfare is promoted well.

All children, including those with special educational needs and/or disabilities and different backgrounds, show a strong sense of security and belonging, are happy and settled and are fully included in all activities. Children are given opportunities to use their home language in their play and learning. They feel very safe in the pre-school and are actively engaged. Routines are well-established and children's behaviour is exemplary. Children form very positive relationships with each other and the adults and these ensure their well-being, self-esteem and learning and development.

The provision enables children to adopt healthy lifestyles well. They have good habits related to personal hygiene, for example, washing their hands after going to the toilet and before their snack. Snacks are very healthy and, while children eat, practitioners talk to children about eating healthily and cleaning their teeth after meals. Children learn to be independent and can unwrap the straws from the cellophane packaging to drink their milk. Children enjoy helping to tidy up and make their own contribution to the pre-school.

The whole group are taken outside together for timetabled sessions in the infant school enclosed playground as there is no access to the outside environment from the rooms. Children enjoy sitting in the wooden train pretending to go on a journey and their personal skills develop well as they learn to share equipment. Children who are just learning to understand English play with those who can and make up a game threading a long ribbon along the top of the fencing stakes. Practitioners join in children's play and encourage them to explore all the equipment. Others help children to make tickets to go on a train journey and learn how to write numbers. A few children can read and write numbers over 20 correctly. Inside the pre-school, children explore computer programmes and play in the 'camping' area pretending to go to sleep while others play with dolls and pushchairs.

Although the pre-school is able to use the school hall for physical activities, there are few opportunities for the children to learn to control wheeled vehicles or to climb and balance on apparatus in the outdoor environment. The shared playground is too small for bikes and the pre-school has to ensure the school playground is free. Nevertheless, the school is happy for the pre-school to use the

playground.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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