

Milford Pre-School Plus Limited

Milford C of E School,, Lymington Road, Milford on Sea, Lymington, Hampshire, SO41 0RF

Inspection date	19/03/2013
Previous inspection date	28/09/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Practitioners are extremely sensitive and help children form exceptionally secure emotional attachments, providing a strong base for children's learning and well-being.
- Children make strides in their developmental progress, given their starting points, due to the excellent and tailored support provided by highly skilled practitioners.
- Children play and explore in the extremely stimulating, well-planned learning environment both indoors and outside.
- The highly effective partnerships with parents, external agencies and other providers, helps to meet children's individual needs quickly, and prepares them well for the move to school.
- The manager effectively oversees the excellent systems for the safe and successful running of the pre-school and brings about continuous improvements for children.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main room and several areas outdoors.
- The inspector had discussions with parents, staff and children,
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including children's records, staff suitability and safeguarding procedures.

Inspector

Jacqueline Munden

Full Report

Information about the setting

Milford Pre-School Plus Limited first opened in 1980 and registered with Ofsted in 2001. A company limited by guarantee of the same name runs the pre-school. The pre-school is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. It operates from a dedicated building within the grounds of Milford Primary School. The pre-school serves families from the local community and surrounding areas. Children use an outdoor play area and the school outdoor facilities. Pre-school sessions operate from 8.40am to 11.40am and 12.40pm to 3.10pm, with a lunch club between. Children attend for a variety of sessions and may stay all day. After-school sessions run from 3.15pm to 5.45pm. Pre-school and after-school sessions operate Monday to Friday, term time only. The holiday club runs from 8.45am to 5.45pm. The pre-school is in receipt of funding for free early education for two-, three- and four-year-olds. There are 47 pre-school children on roll. There are currently 52 children attending the after-school club and the number of children attending the holiday club fluctuates each holiday. The pre-school supports children with special educational needs and/or disabilities, and children learning English as an additional language. There are 12 members of staff who work directly with the children including the manager. Of these, six hold a relevant early years qualification at level 3 and three at level 2. The manager holds a relevant level 4 qualification and the session supervisor holds a relevant foundation degree.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance opportunities further for children to recognise and refer to numbers, for example, by displaying number lines.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are excited to see practitioners and their friends as they arrive and eagerly submerge themselves in their play. All children make exceptional progress in all aspects of their learning and development in relation to their starting points. This is because practitioners have expert knowledge of how children learn and brim with enthusiasm to help them progress at all times. Practitioners support children fully in their chosen activities and meet their needs extremely well. For example, a practitioner joins children wanting to eat outside the planned mealtime. This shows the different needs of children, including those settling in are recognised. As a result, children are safe, feel secure, and

develop social skills as they talk. Practitioners are alert and know when to step in and offer support to extend children's learning. They ask the children how they can adjust the tubes they are connecting to make the construction more stable. Then, further challenge the children to experiment in how they can change the direction of the marbles they drop in at the top. Therefore, children grow in confidence and rapidly develop skills as they explore and solve problems, showing delight when they succeed.

The extensive range of rich and varied activities that are always available means children take the lead in their learning and enjoyment. Practitioners proficiently take every opportunity to promote this further. For example, children showing interest in making marks are encouraged to write their names on their artwork. Practitioners recognise some children are ready for the next stage in their learning and provide a list of words and sentences. Children choosing to write more, learn the letter sounds and beam with delight as they write, 'to daddy' on their picture. Most children confidently count and recognise numbers in games they play, such as, number treasure hunt. Practitioners skilfully adapt the game by using higher or lower numbers to meet the developmental level for each child. There are fewer opportunities to see numbers around the pre-school to enhance number recognition. Practitioners plan particularly well-pitched group activities for reasonable periods increasing children's concentration and helping them prepare for school. Children who prefer to play outdoors benefit hugely from the all round programme for learning and development provided. Over the seasons, children are engrossed in the process of growing and caring for plants. This is often from seed, to reaping their produce and using it in cooking activities. For example, they pick strawberries and make jam and dig up potatoes and make potato salad with them. This means children learn where their food comes from and how it changes when cooked. Parents talk enthusiastically about how much children enjoy the vegetable plot. They notice children gain high levels of skills and knowledge from working on it.

Practitioners continually evaluate each session's activities and each child's specific learning aims in relation to their needs. They make small, but significant changes, such as changing the home corner to a nursery when a new baby is born in a family. This helps children to understand their feelings and accept a sibling. All children are included and valued. Practitioners and children learn key words, such as, 'hello' in the home languages of children learning English as an additional language. They say it to welcome these children as they arrive. Sharply focused assessments promptly identify any concerns about children's development. Accurate, targeted individual planning ensures each child makes rapid progress. Parents are fully engaged in this process helping them contribute to their child's learning. For example, parents receive information about a speech and language scheme the pre-school incorporates in their programme. This helps parents understand how to promote communication skills at home.

The contribution of the early years provision to the well-being of children

The highly effective key person system and the strong skills of the staff play a significant role in ensuring all children are very happy and settled. Each practitioner gets to know every child exceptionally well, establishing secure emotional attachments. Key people have

a particular in-depth knowledge of each child, their home backgrounds, the professionals involved in their life, and their very specific needs. As a result, all children display great confidence and develop high levels of independence in their play and routines. Practitioners use highly successful strategies to help children feel secure and valued. For example, each child has an 'All about me book' that they can easily look at whenever they wish. Children delight in looking at the photographs of their family and sharing them with their friends. This stimulates lots of discussion and helps children make strong relationships with children and adults. The secure bonds children form with practitioners means they are receptive to the support offered, for example, in their self-care routines. Practitioners help children to put on their coats, breaking actions down into achievable and more challenging stages until the child can do it themselves.

The pre-school provides a superb, highly inspiring environment where children can play and learn. The rich and varied play areas, with well-chosen high quality play resources, effectively support all areas of children's learning and development. A harmonious atmosphere is evident in the pre-school and children behave extremely well. This is because practitioners skilfully guide children towards using effective skills in negotiation and playing cooperatively. For example, children waiting to have a turn on the computer get the sand timer to signal when it is their turn. Practitioners encourage children's personal independence and decision-making. Exceptionally good attention to hygiene practices and healthy lifestyles is evident at all times. Children enjoy nutritious, healthy snacks, such as toast and fruit and parents fully support the successful healthy lunchbox policy to ensure continuity in this approach.

Children are very aware of keeping safe as they help to move, and prepare the tables for snack time. Practitioners make sure children know why they need to wear helmets when riding the balance bikes. Children enjoy lots of fresh air and exercise and benefit enormously from being able to the play outdoors when they wish. Practitioners make excellent use of the secure outdoor area to promote children's good health and physical development. Children relish in using some areas of the school grounds, which further promote aspects of their physical play. For example, a large enclosed hard surface area allows children to take risks and experience the excitement of whizzing around on the balance bikes at a fast pace. Practitioners prepare children extremely well for the move to school and for their future learning. This is because children learn exceptionally positive skills and attitudes to exploring and learning, building friendships and their self-care. Practitioners forge superb links with schools whose teachers visit to read with the children prior to attending the school.

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

Arrangements for safeguarding children's well-being are excellent. Management has an extremely secure understanding of the safeguarding and welfare requirements and meet these to the highest standard at all times. The manager responds promptly and effectively to any concerns that arise, working with outside agencies where necessary. This approach ensures children and practitioners are safe and protected at all times. All practitioners

have an extremely secure knowledge of the child protection procedure to follow should they have a concern regarding a child. They update child protection training to ensure they operate in line with current guidance. The implementation of robust procedures when recruiting staff and directors ensures the suitability of all adults involved in the pre-school.

Since the last inspection, the pre-school has continued to pursue excellence. The manager uses highly successful systems to evaluate all aspects of the pre-school. For example, a computerised tracking system to monitor and check children's progress is moving forward. A comprehensive evaluation scheme, together with feedback from parents and the local authority advisors help highlight areas for development. This process results in continuous improvements to enhance the excellent practice and environment in the pre-school.

The manager and staff team have an exceptional understanding of the learning and development requirements. They work tirelessly to continuously improve the delivery of them. The already well-trained practitioners attend additional courses to ensure they keep their excellent understanding of early years practice up-to-date. The effective use of staff appraisals targets their ongoing professional development. This has an extremely positive impact on children's learning and development. For example, practitioners are alert to how different groups of children learn, such as boys who prefer to be outdoors. As a result, equipment is available outside to encourage those boys who would not ordinarily approach the writing table indoors. This helps to develop their early writing skills.

Partnership with parents is highly successful. Practitioners are very welcoming and friendly when parents arrive with their children and have a useful update to discuss children's changing needs. Sharing relevant information quickly with other practitioners ensures they meet children's needs straight away. Parents report their children are making strides in their developmental progress since starting in the pre-school. For example, 'Children's speech has improved so much and they love to sing the songs they have learnt'. The sharing of tips, guidance and valuable support on all matters relating to children's health and development helps support parents; for example, information on the use of dummies and how this affects speech. The team around the child, including parents, practitioners, other professionals and agencies involved in children's care and learning, work exceptionally well together to deliver a consistent approach. This has a significantly positive affect on each child's welfare and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY350734
Local authority	Hampshire
Inspection number	908849
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	26
Number of children on roll	99
Name of provider	Milford Pre-school Plus Limited
Date of previous inspection	28/09/2011
Telephone number	01590 644 684

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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