

Milstead Pre-School

Milstead Village Hall, Rawling Street, Milstead, Sittingbourne, Kent, ME9 0RX

Inspection date	15/10/2014
Previous inspection date	23/11/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The staff provide a safe and stimulating learning environment which supports children's learning, development, confidence and self-esteem.
- The caring staff have a secure understanding of how children learn and develop. As a result children make good progress in relation to their starting points.
- The staff establish good relationships with children and their families. As a result children are secure and happy.
- Staff are highly committed to improving the outcomes for the children in their care.

It is not yet outstanding because

- Although children have fresh air and exercise each day, they do not always have plenty of varied opportunities to extend their physical development during outdoor play.
- At times children spend too much time waiting during changes of activity, which affects their play opportunities.

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 both indoors and on a walk around the village.
- The inspector sampled documentation including policies, children's records and the pre-school's safeguarding procedures.
- The inspector looked at the self-evaluation process.
- The inspector spoke to staff, parents and children and took account of their views.
- The inspector conducted a joint observation with the manager.

Inspector

Annette Blundred

Full report

Information about the setting

Milstead Pre-school registered in 2005 and operates from a village hall in Milstead, Sittingbourne, Kent during term time only. The pre-school is open on a Monday, Wednesday and Friday from 9.15am to 3pm and on a Thursday from 9.15am to 12noon. The pre-school is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 20 children in the early years age group on roll. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. The pre-school supports children with special educational needs and children who speak English as an additional language. The pre-school employs six members of staff. Of these, four hold early years qualifications at level 3 and another is qualified to level 2.

What the setting needs to do to improve further

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

- extend the programme for physical development to offer children a wide variety of activities outdoors

- adapt the daily routine to reduce waiting times for children and to minimise the impact on their play.

Inspection judgements

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

The manager and the staff team get to know children well and this enables them to promote children's learning and development effectively. Staff conduct a home visit before the children start at the pre-school. Parents comment that the staff spend time playing with their children during these visits and they note how the children use the toys and equipment they take with them. These activities help staff to create a picture of the child and their level of development before they start at the pre-school. Staff start a learning journey for the children to complete with their allocated key person when they start at the pre-school. For example, they speak about and draw 'people who are important to me'. This makes children feel important as they are settling in to a new situation. It also informs their starting points for learning. Staff use visual timetables and labels to enable the younger children to understand the routines in the pre-school. They also use some Makaton signs to support communication and children enjoy learning these.

There are clear assessment systems in place to enable each child's key person to identify appropriate next steps in the child's learning. Staff plan well and they ensure that there

are suitable activities available to reflect children's needs and interests. This helps to engage children and motivates them to learn. Staff update children's records regularly and they share them with parents each term. Parents also say that they receive verbal updates at the end of each session. The staff complete the required progress check for two-year-old children and discuss these with parents in order to plan next steps to help children make good progress.

The staff deliver an enjoyable and challenging experience for all children. The major challenge for the staff is the lack of an outside area for children to play in to extend their physical skills. However, when ground conditions allow, staff carry equipment across the road to the cricket field where children can enjoy additional energetic activities in a larger space. Staff plan for this well. They take equipment to cover areas of learning in order that they can support children's learning outdoors. On days when access to the cricket field is not possible, children enjoy informative walks around the village when they learn that traffic is dangerous and they practise crossing the road safely. They converse with the local postman as he makes his deliveries, visit the horses and a local garden to observe the growth of plants and vegetables. They also collect leaves from the churchyard for their creative work. The children are very familiar with their local environment. Staff also teach children about the wider world, as they heighten children's awareness of diversity through small world toys, books and posters. Staff have identified this in their self-evaluation as a further area for development.

There are plenty of opportunities for make-believe play, to enable children to use their imaginations. They play in 'Bob the Builder's yard' and both girls and boys experiment with and learn the names of different tools. The children measure, hammer and use the saw and the screwdriver. Staff ask appropriate questions which enable children to solve problems and find solutions, for example 'what will you need to do to make it longer?' and 'Why do you need to wear safety glasses to do that?' Staff also increase children's vocabulary well by repeating sentences but using a new word such as 'safety goggles'. They also expand sentences, for example, by saying 'good looking, you made a good observation'. Children speculate about the parcels 'Postman Pat might be delivering to Bob the Builder'. They decide that it may be wood and staff ask the children what the wood could be used for. Staff interact with children very well, intervening appropriately in order to develop their learning.

There is a good range of books available and children enjoy looking at these both independently and with their key person. Staff promote literacy well. They place labels and pictures at a low level so that children can find resources easily. They enable children to enjoy practising early writing skills with a variety of materials such as paint, crayons, and chalk. Children self-register when they arrive at the pre-school and learn to recognise their names. Children also see adults writing for a purpose when they jointly work on their records and when staff make notes of their comments.

Children enjoy music regularly, singing and using different instruments. Staff make learning fun. They sing silly songs in order to reinforce letters and sounds and they sing spontaneously throughout the day, for example, when counting and when tidying up. Numbers, counting, measuring and timing are included in many of the learning activities to arouse children's interest in mathematics. Staff promote mathematical concepts well.

Parents comment that they are very happy with the provision, that they are very involved in their child's learning and that they feel supported by the pre-school staff. They comment that they are very pleased with their children's development. Staff are preparing children well with the skills they will need when they start school.

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

Staff develop children's sense of children's well-being very effectively. All children and parents receive a warm welcome at the pre-school and staff get to know children well before they start. They value children as individuals very highly, making themselves aware of children's circumstances, needs and interests. For example they ask about a dog's health and whether a Granddad has his new car yet. This makes children feel secure and valued. Therefore, they feel confident to state calmly that they have concerns about something or that they do not want to participate in an activity. Staff respect their wishes but give gentle encouragement to take the next step. For instance, on the day of inspection, a child was apprehensive about splashing in the puddles and a discussion took place as to why this was. Staff reassured the child but they still declined to participate. Staff are highly perceptive to children's needs. Parents comment 'They are keen to get to know the child's needs here. It is all about their choices and making sure their needs are known'.

Staff teach children about a healthy lifestyle. They work hard to ensure that children have daily opportunities to be active both indoors and outside. Indoors they provide a range of equipment, which they rotate on a regular basis. This includes balance boards, wheeled toys and tricycles. Whenever possible, staff carry larger equipment such as the trampoline over to the cricket field across the road. This enables children to have more space to run around and exercise in the fresh air. Staff take children on regular walks around the village. The walks are very informative and, in addition, children learn to assess risks such as slippery footpaths and leaves. They also practise skills in learning to cross the road safely as staff teach them about the dangers of traffic.

Snack time is a social time. Children converse easily with their friends and with the adults. Staff are good role models and teach children social skills. For example, they teach them to pass the food around and to say 'please and thank you'. Children learn about healthy eating and they help to prepare the food. They pour their own drinks, spread the butter and then wash up afterwards. They also clean their hands and faces. This promotes their independence well. Similarly, staff help children to learn to deal independently with their dressing and their toileting needs, helping them to respect privacy when possible. When children require nappies changing, staff converse with them throughout the process so that it is a pleasurable time. Staff promote good hygiene routines. They have clearly defined procedures to ensure that the environment is clean. They teach children to wash their hands regularly throughout the day and explain the importance of this. However, at times, children have to wait in line to carry out routine tasks which can disrupt their play.

Children behave well. Staff discuss simple rules with them, gently remind them of these

when necessary, and they praise them when they behave appropriately. Children receive certificates for some achievements and they are sometimes 'star of the week' or 'helper of the day'. This gives children a sense of responsibility and enhances their self-esteem. Staff also record 'wow' moments with children. Children feel special on their birthdays. They wear a special birthday hat and they blow out candles on a cake.

Staff work closely with families to help children to develop. Parents give examples of how the staff have supported them to stop incidents at home such as biting, supported them to establish sleep routines and given advice on toilet training. Parents state that they are extremely pleased with the provision and that their children are very happy at the pre-school. Staff equip the children with good skills for the future.

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

Leadership and management are good. The manager ensures that staff are vetted well to assess suitability for their roles and this helps to keep children safe. Staff have good knowledge of safeguarding, including possible symptoms of children who may be at risk of harm. They are confident about instigating the appropriate safeguarding procedures, should the need arise to keep children safe.

Staff prioritise keeping children safe. Clear procedures are in place to ensure that they carry out daily safety checks. The manager also carries out regular risk assessments in order to minimise hazards and to prevent the risk of accidents. Should a minor accident occur, there are clearly defined recording procedures and all the staff receive training in first aid. Staff also attend training in health and safety and food hygiene to ensure that they can provide a safe environment for the children in their care. Fire drills take place regularly in order that the children can become familiar with the procedures. Parents comment that they are very happy to leave their children in the care of the staff and they describe them as 'very caring'.

The manager and the staff review and evaluate the environment regularly in order to improve outcomes for children. Parents give suggestions through questionnaires and via a parent representative on the recently formed Parents' Forum. Staff act on the feedback and the process is good. In addition to working to develop their provision for two-year-olds and heightening awareness of diversity, staff continually strive to find ways to extend outdoor activities which is a priority for the pre-school. Staff use the self-evaluation process to identify priorities to further improve the quality of the pre-school provision for children.

The manager and the staff have a thorough understanding of the learning and development requirements. They monitor children's progress regularly, identifying any potential gaps in their learning. The manager reviews the learning programmes with staff in their supervision sessions, during which they discuss training needs in order to develop practice. The pre-school staff work well with other professionals to meet the needs of children with additional needs or disabilities. They incorporate other professionals' advice

into their planning and they support children very well. Effective partnerships with other agencies also help staff to develop their own skills, which has a positive impact on the pre-school provision for the children.

Staff understand the importance of preparing children for starting school. When children are due to start, staff contact the schools to invite the teachers to visit the children in order to get to know them and gather information about their needs. When this is not possible, staff go to the schools to pass on the relevant information. There is a close liaison with the local village school and, in addition to visiting the pre-school, the village school staff organise workshops for parents and children before the children start.

Staff rapidly establish extremely positive relationships with parents and carers. Parents have regular discussions with key persons; they share information on children's learning priorities. This provides continuity in children's care and enhances their learning experience. In addition, parents receive regular updates about pre-school events in a newsletter. They feel part of the pre-school community and they comment 'It is all about how they can help the children here!'

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY305618
Local authority	Kent
Inspection number	834161
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	30
Number of children on roll	30
Name of provider	Milstead Pre-School Partnership
Date of previous inspection	23/11/2009
Telephone number	07799513488

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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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