

Milton Pre School CIC

Milton Youth & Adult Centre, Leek Road, STOKE-ON-TRENT, ST2 7AF



Inspection date	14 January 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Teaching is good. Staff know the children very well and plan a wide range of interesting and challenging play opportunities and activities. This helps children to achieve their next steps in their learning.
- All children are making good progress from their starting points. Disabled children and those with special educational needs are very well supported. Staff work closely with outside agencies to ensure that successful strategies are in place to help children reach their full potential.
- Children are happy and settle in quickly. Their emotional well-being is given high priority and they form strong relationships with kind and caring staff. Children feel valued and have a strong sense of belonging.
- Partnerships with parents are well established. Staff provide parents with regular information that keeps them informed of their children's progress. Parents speak positively of the good communication and care that is provided.
- The experienced and well-qualified manager provides strong leadership. She and her deputy constantly strive to deliver a high-quality provision. They are supported successfully by a highly committed and hardworking team of staff.

It is not yet outstanding because:

- Professional development opportunities for staff are not yet sharply focused on how to raise the quality of teaching to outstanding, to promote the best possible outcomes for all children.
- Although leaders regularly reflect and evaluate the quality of practice, they have not found fully successful ways to engage parents and children in the process to help identify further areas for improvement.

What the setting needs to do to improve further

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

- target professional development opportunities for staff on driving the quality of teaching to an outstanding level
- enhance the self-evaluation process and involve children and parents in sharing their ideas and opinions to help identify aspects of the setting that can be improved.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at suitable times throughout the day.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the policies and procedures and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Sharon Hennam-Dale

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Robust staff-recruitment procedures and ongoing suitability checks are in place. Staff are aware of their roles and responsibilities in keeping children safe and know what to do if they have concerns for a child's development or welfare. They are well deployed to support children's safety. Relationships with other professionals involved in children's learning and care are firmly established. Information is effectively shared to promote continuity of care and learning for every child. The manager carefully tracks the progress of individuals and groups of children. Strategies are promptly put in place to narrow any gaps in achievement. Staff attend training courses, although these are not always focused on targeted training needs to help them enhance their quality of teaching even further.

Quality of teaching, learning and assessment is good

Staff are well qualified and have a good understanding of how children learn. They provide ample opportunities for children to develop their early literacy and mathematics skills. Staff encourage children to make marks, recognise shapes in their environment and use mathematical language as they play. Staff regularly carry out detailed observations of children. They ensure that they are aware of children's starting points for learning, using information obtained from parents. Toddlers actively and confidently explore their play area. They make new discoveries in their learning. They enjoy looking at books and making sounds as they press different buttons on electronic toys. Children of all ages have fun opportunities to develop their sensory skills. They eagerly join in as they investigate a mixture of flour and pasta and excitedly explore the different textures with their hands. Staff add water to the mixture to extend children's curiosity further. Staff are skilful in their use of questioning. They help older children to develop their thinking, and repeat and model vocabulary effectively to extend toddlers' language skills.

Personal development, behaviour and welfare are good

Children play in an inviting and welcoming environment. They display good levels of confidence and high self-esteem. The key-person system is effective. Staff know the children well and respond sensitively to their individual needs. Staff are good role models and they promote positive behaviour. Children understand what is expected of them and their behaviour is good. They are kind, sociable and learn to share and take turns. Children learn to be independent in their self-care routines. They help to tidy up and manage their own personal hygiene well by the time they are ready to move on to school. Children's knowledge about a healthy lifestyle is developing. They participate regularly in outdoor physical activity, learning to take manageable risks as they climb, balance and run. Staff provide nutritious snacks and talk to children and parents about the importance of healthy lunchboxes and eating well.

Outcomes for children are good

All children, including those for whom the setting receives additional funding, are working comfortably within and often beyond the range of development typical for their age. They are well prepared for entering the next stage of their learning and starting school.

Setting details

Unique reference number	EY477920
Local authority	Stoke on Trent
Inspection number	995906
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	33
Number of children on roll	48
Name of provider	Milton Pre School CIC
Date of previous inspection	Not applicable
Telephone number	07716424337

Milton Pre School CIC was registered in 2014. It is situated in purpose-built premises in the Stoke-on-Trent area of Staffordshire. The pre-school is privately owned and employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3, and two at level 2. The pre-school opens Monday to Friday, term time only. Sessions are from 9am until 2.30pm. The pre-school provides funded early education for two- and three-year-old children. It supports disabled children and those with special educational needs.

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