

Inspection of Milton Park Pre-School

c/o Milton Park Primary School, Eastney Road, Portsmouth, Hampshire PO4 8ET

Inspection date: 24 January 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are busy and purposeful learners at Milton Park Pre-School. They enjoy a good range of activities that staff plan to help children's learning. Children blow bubbles, paint fences with water and explore a tray full of coloured paper with enthusiasm. Children show positive attitudes to learning. They are curious and self-motivated to explore and investigate the many resources that the staff provide. Children develop good manners and clearly understand the staff's expectations for positive behaviour. Children behave well. They effectively communicate to their friends and the staff as they play.

Younger children benefit from playing with older children. This helps them make new friends and learn social skills. Older children are caring towards the younger children. They show them how to play with resources and where to tidy away resources at the end of the morning. Children clearly enjoy their time at the pre-school. However, at times, staff do not make the best possible use of children's learning time. Occasionally, staff do not fully support children's learning to the highest levels.

What does the early years setting do well and what does it need to do better?

- Staff know the children well. They build effective partnerships with parents, who share information about what their children can do at home. Staff know what children like to play with. They use this knowledge to plan activities that interest children and support the next steps in their learning. Children draw shapes in shaving foam as they try to form letters. This supports their early writing skills.
- Children regularly borrow books from the pre-school staff to share with their parents and carers at home. Staff read stories to children in an exciting and engaging manner. Children stomp like the elephants in a story and use musical instruments to represent different animals. This helps children to develop early reading skills and a love of stories.
- Staff help children to develop their physical skills. They crawl, climb, hop and jump around obstacle courses. They kick balls and run energetically outdoors. Staff chat to children about nutritious food choices during social lunchtimes. Staff help children to learn about developing a healthy and active lifestyle. However, at times, staff do not organise activities and routines effectively. Children occasionally wait for staff unnecessarily. This can disrupt children's learning time in the pre-school.
- Staff support children's emotional development well. New children quickly settle in to play at the pre-school, helped by sensitive and warm care from staff. Children form strong bonds with familiar adults.
- Staff support children who are learning English as an additional language and those with special educational needs and/or disabilities to close any gaps in their

learning. However, at times, staff do not make the most of all teaching opportunities that arise as children play. Some children could develop the skills they need to move on to the next stage in their education faster.

- Staff carefully consider the use of additional funding to support children's learning. They offer all children the same chances and opportunities in the pre-school, such as going on visits in the local community.
- Parents report they are very happy with the care and support staff provide for their children. Staff work well with other professionals involved with children. This ensures high levels of continuity for children's care and learning.
- The manager and chairperson of the pre-school committee understand their roles. They monitor the quality of teaching and the curriculum effectively, to ensure children consistently benefit from good-quality learning experiences.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their role to keep children safe and promote their well-being at all times. They attend regular training in safeguarding and know what actions to follow if they have any concerns about children's welfare. Staff recruitment and ongoing supervision is robust. The manager regularly checks staff are suitable to work with children. Staff make good use of risk assessments to help identify and minimise any hazards in the learning environments. This helps to ensure the pre-school is a safe place for children to play and learn.

What does the setting need to do to improve?

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

- make the most of teaching opportunities that arise as children play, to help them to develop the skills they need to move on to the next stage in their education
- review the organisation of daily routines, so that children do not have to wait unnecessarily and so that they have time to get deeply engaged in their learning.

Setting details

Unique reference number	143500
Local authority	Portsmouth
Inspection number	10128695
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	60
Number of children on roll	48
Name of registered person	Milton Park Preschool Committee
Registered person unique reference number	RP522606
Telephone number	07546215327
Date of previous inspection	9 December 2015

Information about this early years setting

Milton Park Pre-School is situated in the Milton area of Portsmouth, Hampshire, and is managed by a committee. It was registered in 1992. The pre-school is open Monday to Friday, from 8.45am until 3.20pm, during term time only. Children can attend the pre-school for sessions or all day. There are 10 members of staff, of whom eight hold early years qualifications at level 3. The pre-school receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Emma Dean

Inspection activities

- The manager and inspector completed a learning walk. The manager explained how the early years provision is organised.
- The inspector and manager completed joint observations of staff and children's interactions.
- The inspector spoke to children, staff and parents at suitable times during the inspection.
- The inspector held meetings with the manager and the chairperson of the pre-school committee.
- The inspector sampled documentation, including evidence of staff suitability checks and children's records.

We carried out this inspection 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.

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