

# Inspection of Milford Pre-School

Milford Primary School, Chevin Road, Milford, Derbyshire DE56 0QH

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Inspection date: 5 July 2021

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

### **The provision is good**

Children demonstrate a desire to learn as they enter pre-school with enthusiasm and excitement. They are greeted warmly by the staff and confidently settle into the routine of the pre-school. Children form strong bonds with the staff, who know them well. These secure attachments help children to feel safe and secure in this nurturing environment.

Children display good behaviour and show how to behave and follow rules. For example, during water play, children take turns to catch the toy ducks and sharks. They wait patiently to have a go as they watch the sand run through the timer and shout, 'It's my turn.' Children have a positive attitude to their learning. They are inquisitive and explore the activities on offer. For example, they relish investigating how to draw lines and circles, while listening to music.

Staff have high expectations for children overall. They plan activities to enhance children's learning. For example, they provide opportunities for children to use their imagination and recall events. Children enjoy these activities. They dress up as police, pretend to ride police cars and dial '999' for help. However, staff, at times, do not deepen four-year-old children's learning and knowledge to help encourage them to think further.

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

- The manager has a positive attitude to improving the pre-school. She and her staff work well together as a team. The manager evaluates the provision well. She gains a clear overview of where improvements can be made. For example, a recent team reflection on outdoor learning led to staff providing more activities outside to enhance children's learning experiences. The manager supports staff and plans professional development opportunities for them to attend. They have completed all the necessary training that is required, such as first aid and safeguarding.
- Staff develop good opportunities for children to promote children's communication and language skills overall. They position themselves at the child's level and make eye contact. They speak clearly and repeat words for younger children to help develop their vocabulary. A variety of stories and songs are used as a stimulus for discussion. For instance, the children share a story about a farm. They talk about the names of the animals and the noises they make. However, staff can overlook opportunities to explore more wider discussions for the four-year-old children. For instance, staff tend to move away from the conversation, instead of talking in more depth about the topic in question.
- Partnerships with parents are strong. Staff communicate information with them

regarding their children's progress and next steps through telephone calls and the online system. Parents are happy with the provision. They speak highly of the staff and the progress their children are making. Staff gain information from parents about their children upon starting. This enables staff to plan experiences to help develop children's learning from home. For instance, the pre-school has two guinea pigs so that children who do not have pets at home can learn how to care for animals.

- Staff are positive role models for behaviour. They support the children well to become confident and independent in readiness for their future education. Children take part in a number of activities, showing persistence and concentration. For example, they skilfully thread ribbons onto string and count the numbers in the fairy garden. Children demonstrate their independence skills as they collect their own snack and pour their drink. They use good manners and say, 'please' and 'thank you' without being prompted during snack time.
- Staff promote consistent care routines throughout the day. They teach children good hygiene practices. For example, children know that washing their hands while singing a song gives them enough time to make sure their hands are clean.
- Children have good opportunities to be physically active to support their health and well-being. For instance, they play with bats and balls and ride on toys outside. They use equipment to walk and step on, developing their balance and physical skills well. Children also enjoy time to develop their large-muscle skills as they run smiling in a larger open space connected to the host school.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are knowledgeable about child protection issues. They have a secure understanding of the correct procedure to follow if they have concerns about a child or if an allegation is made about a colleague. The manager and committee implement robust recruitment and vetting procedures to ensure staff are suitable to work with children. Staff are vigilant about safety and put in place a range of procedures to help keep children safe. For example, staff make sure that children walk very slowly and hold onto the bar as they walk up and down the steep steps into pre-school.

## What does the setting need to do to improve?

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

- develop staff's knowledge to raise the quality of education and provide extra challenges for older children to help develop their thinking and discussion skills further.

## Setting details

<b>Unique reference number</b>	206820
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10062455
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	27
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Milford Pre-School
<b>Registered person unique reference number</b>	RP522900
<b>Telephone number</b>	01332 842913
<b>Date of previous inspection</b>	9 July 2015

## Information about this early years setting

Milford Pre-School registered in 1992 and is located in Milford Primary School, Milford, Derbyshire. There are five childcare staff who all hold an early years qualification at level 3. The pre-school's administrator is a qualified teacher. The pre-school operates during term time only and is open from 8am until 3pm Monday to Thursday and 9am until midday on Friday. The pre-school receives funding to provide free early years education for children aged two, three and four years.

## Information about this inspection

### Inspector

Jan Hughes

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector spoke to the manager, committee member who is the administrator, staff and children at appropriate times throughout the inspection. She observed interactions between the staff and the children and considered the impact these have on children's learning.
- The inspector completed a learning walk with the manager. They discussed how the manager organises and implements her curriculum and what she wants the children to learn.
- The inspector and the manager completed joint observations of teaching activities to review the quality of education. The inspector considered the impact this had on children's learning.
- Parents provided feedback on their experiences of the pre-school and how their children were progressing.
- The inspector had a discussion with the manager about her training and how she evaluates her practice. The inspector and manager discussed the pre-school's future plans.
- The inspector looked at documents relating to the suitability of those working with children, such as their early years and first-aid qualifications, and evidence of their suitability.

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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