

Inspection of Milford Explorers Day Nursery & Pre School

The Old Bank House, 5 High Street, Milford On Sea, Hampshire SO41 0QF

Inspection date: 21 September 2021

| | |
|------------------------------|-------------|
| Overall effectiveness | Good |
|------------------------------|-------------|

| | |
|--------------------------|-------------|
| The quality of education | Good |
|--------------------------|-------------|

| | |
|-------------------------|-------------|
| Behaviour and attitudes | Good |
|-------------------------|-------------|

| | |
|----------------------|-------------|
| Personal development | Good |
|----------------------|-------------|

| | |
|---------------------------|-------------|
| Leadership and management | Good |
|---------------------------|-------------|

| | |
|--|------|
| Overall effectiveness at previous inspection | Good |
|--|------|

What is it like to attend this early years setting?

The provision is good

Children are eager to get settled into their chosen play as they arrive at the nursery. They demonstrate a sense of feeling secure as they happily move around the environment and confidently communicate their intentions and wishes. Younger children who are new to the nursery are supported by nurturing staff to settle into their new surroundings.

Children venture out into the local community daily with proactive staff who promote many learning opportunities. Children develop good levels of independence during daily routines. They prepare their individual bags ready with their water bottles and dress themselves in high-visibility jackets ready to go on outings. Children know and understand how to keep themselves safe when walking alongside roads before getting to their destination. They keenly talk about what they see and notice, such as different transport and nature. This sparks wonderful opportunities for social interactions and language development, as well as new vocabulary.

Children thrive in the freedom of the local meadow. They have many opportunities to follow their interests under the close supervision of attentive staff. Children are keen to work together and develop good physical skills. For example, as they practise throwing with different objects, such as bean bags and balls. Older children are interested in the world around them as they take part in a treasure hunt. They develop early literacy skills, for example through checking the pictures or recognising familiar letters on their lists and then looking for the items in the environment.

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

- Leaders are passionate about delivering quality learning experiences for all children. They proactively recognise the importance of staff well-being and promote a healthy and well-balanced workload. Staff appreciate this and feel supported in their roles.
- Leaders work together to provide a curriculum that is ambitious. This is shared well with staff, resulting in children having access to meaningful learning opportunities. Staff are quick to identify when children may need additional support and swiftly communicate with parents to enable all children to make good progress.
- Staff use what they know about children to spontaneously plan how best to support them. They use assessments well to track children's ongoing progress. Staff are skilled when observing and use their professional judgement to know when a child needs support. They know when to stand back and allow children to build on their resilience and problem-solving skills. Staff are passionate about

following the interests of children and successfully adapt their teaching to suit.

- Staff communicate well with children and use opportunities effectively to listen and talk to children. This supports good communication and language skills. Staff skilfully introduce key words and talk to children about their play. For instance, staff working with babies are responsive and use facial expressions and actions, alongside words, to support their communication. During outings, younger children notice themselves as they walk past parked cars. Staff support these connections and teach children about shadows.
- Staff have high expectations of children's behaviour and offer consistent reminders when required. Children behave well both in the setting and when on outings.
- Children learn how to be independent and do things for themselves with support from staff when required. This starts in the baby room where children help set tables for lunch, while older children collect plates and put them in the dishwasher. Older children independently take care of their personal care needs and are praised and encouraged to do so.
- Parents offer positive feedback about the nursery. They comment that staff are highly competent and approachable. They value the input they have had to support their children's behaviour and milestones, such as toilet training. However, the key-person approach is sometimes not fully effective when children move rooms. This at times, causes a breakdown in communication, leading to some parents being unsure who their child's key person is.
- Leaders are passionate about ensuring communication is not a barrier for any parent accessing the nursery. For instance, they gain help from others who offer translation for families learning English as an additional language. This helps them to share information about children effectively. However, children learning to speak English as an additional language are not fully encouraged to use their home language in the setting.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have addressed all actions previously raised during a recent Ofsted regulatory telephone call. They have reviewed their safeguarding practices to ensure requirements are met. This includes safeguarding documentation as well as accident reporting procedures, staff's suitability and their ongoing suitability to work with children. Staff fully understand procedures that must be followed in the event of referrals to outside agencies, including Ofsted. Risk assessments are in place and staff know and understand the importance of these, particularly when on outings.

What does the setting need to do to improve?

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

- enhance the key-person system so that all parents fully understand who their child's key person is, especially as children move rooms, to further support the communication about children's needs
- provide more opportunities for children to use their home languages, to help support the development of these alongside English.

Setting details

| | |
|--|------------------------------------|
| Unique reference number | EY535563 |
| Local authority | Hampshire |
| Inspection number | 10207131 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 0 to 4 |
| Total number of places | 30 |
| Number of children on roll | 30 |
| Name of registered person | Renyard, Sarah Jane |
| Registered person unique reference number | RP903013 |
| Telephone number | 07927717018 |
| Date of previous inspection | 25 September 2018 |

Information about this early years setting

Milford Explorers Day Nursery & Pre School registered in 2016. The nursery is open Monday to Friday from 8am to 6pm, for 50 weeks a year. There are 11 staff employed to work with the children. Of these, one holds a level 6 early years qualification and seven hold appropriate childcare qualifications at level 3. The nursery receives funding to provide free early education to children aged two, three and four years.

Information about this inspection

Inspector

Hayley Doncom

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 and the manager carried out a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- A joint observation was carried out by the inspector and the manager to observe the quality of teaching.
- The inspector held discussions with children, staff and parents at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation. This included staff suitability checks and policies and procedures.
- A leadership meeting was held with the inspector, the manager and the nursery owner.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021