

Inspection of Milton Park Pre-School

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

Inspection date:

22 September 2025

Overall effectiveness	Good
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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

Staff warmly welcome the children into the setting. They support children to put their belongings away, wash their hands and sit on the mat with a story. Children follow the routines and structures of the day. For example, once the children have all arrived, they join in with a music and movement session. Children confidently explore the activities provided, both inside and outside. Children show they feel happy and safe in this setting.

Children behave well. Staff question children on the rules and remind them of these when necessary. For example, children use the term 'sharing is caring' to explain that it is kind to share the toys. Staff use a range of approaches to manage behaviour. For instance, staff praise good behaviour and use timers to help children practise turn-taking. Staff are quick to intervene and teach children the importance of keeping themselves and others safe.

The management team provides an ambitious curriculum for all children, which allows the staff to plan activities based on children's individual learning and interests. For example, children are learning about colours and creating autumn pictures. This follows children's interest and curiosity about the colours changing on the trees. Children freely access the inside and outside provisions, where all seven areas of learning are available. Staff join in with their play to extend their learning further. Children enjoy their learning experiences and are progressing in their learning and development.

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

- Staff find the management team extremely supportive and approachable. Managers meet with their team regularly to discuss their well-being and children's progress. Managers lead daily briefings with their team to discuss the structure of the day. Staff deploy themselves well and work together to provide a safe and stimulating environment. Staff continuously reflect on their practice to ensure high levels of teaching.
- Staff identify children who may have special educational needs and/or disabilities. They are quick to intervene and support children, if needed. For example, they work with families and make relevant referrals. These children also benefit from individual support plans that develop their learning further. They understand the importance of early help, especially before they start school. Staff also support children with English as an additional language. They use a range of techniques, such as visual aids, visual timetables, signing and working with families to use their home language. This supports children to access all aspects of this inclusive environment.
- Staff encourage children to be independent. For example, children wash their

hands and choose their desired activity. Staff set up the activities to encourage children to socialise together, as well as use their imagination. For example, children enjoy creating storylines in the 'home corner' with the doctors' kits and dolls. Children have good personal and social skills.

- Staff lead group activities well, read stories and sing nursery rhymes with children to promote their communication and language skills. However, sometimes, staff are less consistent with modelling language and waiting for children to respond to their interactions to further encourage their language development.
- Children follow good hygiene routines. Staff teach children about oral health, and they learn about the importance of brushing their teeth. For example, children take part in daily toothbrushing. Staff promote healthy eating and encourage families to provide a healthy lunch. Staff talk to children about the different types of food and provide a fruit 'snack bar' in the morning. Children learn the importance of being healthy.
- Staff teach mathematics consistently throughout the day. They encourage children to count, problem solve and have discussions relating to size and shape. For instance, staff ask the children to count out five conkers to add to a sensory activity. Children have a good knowledge of mathematical concepts.
- Children get opportunities to go out in the community. For example, they visit the local library, parks and shops. Staff are teaching children about the world around them and giving them new opportunities. Children enjoy exploring their surroundings and are curious.
- Partnerships with parents are strong. Parents receive updates on their child's development and are pleased with the progress their child is making. The staff communicate well and have built strong bonds with the families.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen the interactions and conversations with children, to further encourage their communication and language skills.

Setting details

Unique reference number	143500
Local authority	Portsmouth
Inspection number	10408059
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	2 to 4
Total number of places	30
Number of children on roll	33
Name of registered person	Milton Park Preschool Committee
Registered person unique reference number	RP522606
Telephone number	07546215327
Date of previous inspection	24 January 2020

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 registered in 1992. The pre-school is open Monday to Friday, from 8.45am until 3.20pm, during term time only. There are 10 members of staff, eight of whom 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. It also provides funding for disadvantaged children.

Information about this inspection

Inspector

Harriet Povey

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation during story time.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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