

Inspection of Milford Pre-School Plus Ltd

Milford Pre-School Plus Ltd, Lymington Road, Milford on Sea, Hampshire SO41 0RF

Inspection date:

26 September 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children flourish in this exceptional setting as a result of dedicated staff. Leaders and staff have crafted a home-from-home atmosphere that celebrates children's experiences. For example, children twirl happily when showing dances important to their cultural traditions, while others explore their family languages through voice recordings linked to photos from home. This helps children to proudly share their lives and cultures with others.

Children's opinions are highly valued. Staff frequently ask children to explain their choices and encourage them to vote on rewards for group achievements. At all times, staff empower children to contribute their ideas and to know that what they say is important. Children with special educational needs and/or disabilities (SEND) develop their confidence rapidly because teaching is fully inclusive and staff go above and beyond to meet children's individual needs. This fosters children's positive self-esteem and enables them to thrive.

In the forest school, staff provide effective supervision while giving children the freedom to explore. Staff assist children to think in greater detail about the rules and why they are important, for example considering why some trees are unsafe to climb. Children's behaviour is impeccable and shows they listen well. High-quality relationships with staff give children the security and confidence to assess risks for themselves. Consequently, through careful trial and error, children learn to master a range of physical skills, for example how to distribute their weight on a rope swing for a safer balance and better swing. Children enjoy becoming increasingly independent.

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

- Leaders have created an extremely nurturing learning environment with an inclusive, well-sequenced curriculum. Staff seamlessly support children of all ages and abilities to learn together by planning adaptable group activities that meet children's individual needs. Leaders ensure staff are clear on their understanding of how children learn. In addition, they use feedback from schools to extend and refine staff's teaching of mathematics and literacy. This supports children's rapid progress and enhances their readiness for school.
- There is excellent support for children with SEND and those with speech and language difficulties. Staff make accurate assessments of children when they start and use this information to identify any delays in development. Staff work closely with parents and specialist professionals so that children receive the targeted support they need at the very earliest stage. As a result, these children have made remarkable progress from their starting points.
- The forest school leader and staff work hard to ensure that the forest school is

central to children's experiences and development. Staff skilfully use natural resources to hook children's attention. For example, they teach children how to create embers to safely light a fire or how to listen for and match trilling birds with their songs. Staff help children build a positive relationship with the natural world through these memorable hands-on experiences.

- Staff embed the exploration of letters and sounds throughout the pre-school, developing children's speaking and listening skills early on. Staff have high expectations for all children and, where appropriate, extend children's early literacy skills, for example teaching children to connect spoken sounds with letters. This prepares children well for the teaching of more formal phonics programmes at school.
- Experienced, inspirational leaders organise regular observations of teaching practice. They provide constructive feedback to staff to help ensure that teaching remains at the very highest quality. Additionally, staff receive regular supervisions to discuss opportunities for further training. This ensures staff consistently learn new skills to support individual key children in the best possible way. Staff report feeling very well supported by leaders and their sense of well-being is high.
- Staff teach children the importance of fresh sustainable food through use of a well-kept allotment. Staff give children seeds that they nurture indoors, then later plant outside. Staff teach children how to care for their plants and harvest their fruit and vegetables when ready. In addition, parents and staff tend to the allotment in their own time, which helps to build and maintain a positive sense of community around the pre-school.
- Leaders regularly assess the impact of the indoor environment to improve outcomes for all children. For example, a change to the layout of the role-play space has now created a purposeful self-serve snack area. Calmer conditions in this new zone make social conversations easier for children and promotes their independence. In addition, leaders consult parents through regular questionnaires and use their feedback in close collaboration with all stakeholders to extend and improve the provision where possible.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY350734
Local authority	Hampshire
Inspection number	10407442
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	3 to 11
Total number of places	26
Number of children on roll	112
Name of registered person	Milford Pre-school Plus Ltd
Registered person unique reference number	RP526964
Telephone number	01590 644684
Date of previous inspection	9 January 2020

Information about this early years setting

Milford Pre-School Plus Ltd registered in 2007 and operates from a dedicated building within the grounds of Milford Primary School. The pre-school is an accredited forest school provider and children have regular access to a supervised woodland area. Pre-school sessions operate from 8.30am to 3pm. The provider also runs an after-school club from 3.15pm to 5.45pm. Pre-school and after-school sessions operate Monday to Friday, term time only. In addition, the provider runs a holiday club from 8.30am to 5pm. The pre-school is able to offer government funded free early education for children aged from 2 years and 9 months upwards. There are currently seven staff members, of whom two hold level 6 qualifications, four hold level 3 and one holds a level 2.

Information about this inspection

Inspector
David Watkins

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector spoke to children to find out about their time at the pre-school.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views on the pre-school with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.
- The inspector and manager carried out a joint observation of a communication and language activity.

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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