

# 3-4-5 Pre-School

24 Jacklyns Lane, Alresford, Hampshire, SO24 9JJ



<b>Inspection date</b>	4 November 2015
Previous inspection date	22 June 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The quality of teaching is good. Managers and staff provide children with a bright and stimulating environment and learning experiences which ensure children make good progress.
- Staff promote children's communication and language skills very well. Children are confident communicators and successfully use expressive language and their imaginations as they play.
- Partnerships with parents and other professionals, including from schools, are strong. The pre-school is well established within the community and parents speak highly about the care and education their children receive.
- Children behave extremely well. They are very considerate of each other and the adults who care for them. Adults are excellent role models.
- Managers and the committee provide strong leadership for the very effective and dedicated staff team. Accurate self-evaluation, alongside the views of parents, staff and children, ensures the pre-school continues to improve.

### It is not yet outstanding because:

- Staff do not always make the most of all opportunities for developing children's interest and understanding in numbers and counting.

## What the setting needs to do to improve further

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

- make better use of opportunities for children to develop their understanding of numbers and counting.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held discussions with the manager and a representative from the committee.
- The inspector sampled a range of documentation, including staff suitability checks, self-assessment information, children's observation, assessment and planning records.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector carried out a joint observation with the manager.

### Inspector

Eileen Chadwick

## Inspection findings

### Effectiveness of the leadership and management is good

The management team and staff are well qualified and fully understand their responsibility to meet the requirements of the Early Years Foundation Stage. Safeguarding is effective. All staff have up-to-date safeguarding training and have a strong knowledge of the procedures to follow in order to promote children's safety. The manager ensures that all staff receive regular guidance, support and training. This has a positive impact on the quality of teaching. For example, staff are successfully implementing an improved assessment system following recent training. This enables them to check children's learning and progress and to plan more readily the next steps in learning. Managers and the committee closely monitor children's progress to identify and address any gaps.

### Quality of teaching, learning and assessment is good

Children benefit from a well-organised learning environment. Staff engage children's interests and interact with them well. For example, during role play in the 'caf', staff involve children in meaningful conversations to help them to extend their thinking, imagination and vocabulary. Staff take time to listen to children and patiently show them how to use tools to manipulate modelling dough and use scissors and glue sticks to make models. Staff support children to develop their physical skills, for example, children enjoy activities outdoors. Children have good opportunities to practise early writing skills using a variety of implements and media. They are learning to recognise letters and sounds and beginning to write their names. Children's interest in reading is enhanced through the pre-school's 'story sacks' which they take home to share with their parents.

### Personal development, behaviour and welfare are good

Stimulating activities encourage children to be inquisitive and to develop their love of learning. Children are self-assured and confidently make choices in their play. Their behaviour is excellent; they show good understanding of the pre-school's rules and respond very well to staff. Staff develop friendly, respectful relationships with children. Settling-in sessions are tailored to ensure every child has opportunities to play with and build a relationship with adults. This effectively supports children's confidence and self-esteem. Staff help children to take responsibility and extend their self-help skills. For instance, children learn to wash their hands before meals, after using the toilet or after messy play, and to tidy away at the end of each session. Children learn about people and communities through outside visits, visitors and participation in various festivals.

### Outcomes for children are good

All children make good progress from their starting points. Staff are skilled in promoting children's learning, including their early reading skills. This helps children with the next stage of their learning and prepares them well for school.

## Setting details

<b>Unique reference number</b>	109957
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	839654
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	21
<b>Name of provider</b>	345 PreSchool Committee
<b>Date of previous inspection</b>	22 June 2010
<b>Telephone number</b>	07826948826

3-4-5 Pre-School was first registered in 1989. It operates from the Methodist Church Hall in Alresford, near Winchester. The pre-school opens on Monday, Tuesday, Wednesday and Friday mornings from 9.15am to 12.15pm. The pre-school also provides an optional lunch club on each of these days from 12.15pm to 1pm. The pre-school employs five members of staff, four of whom hold relevant early years qualifications at level 3. The pre-school receives funding to provide free early years education for children aged three and four years.

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