

# Micheldever and Stratton Preschool



East Stratton Village Hall, Winchester, Hampshire, SO21 3DT

<b>Inspection date</b>	30 June 2016
Previous inspection date	3 March 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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

- Staff know children's skills and capabilities well. Assessments for learning are accurate and precisely target what each child needs to do next. Children enjoy a varied and interesting range of activities and are making good progress in their learning.
- Staff are skilled at supporting children's communication, including those who are learning English as an additional language.
- Children's behaviour is good. Staff are quick to recognise and celebrate good behaviour. They promote good manners and consistently teach children about taking turns, sharing resources and being kind to each other.
- Partnerships with parents and with other professionals are effective. Information is regularly exchanged to help staff plan carefully for children's needs. Parents express high levels of satisfaction about the progress their children make.
- The manager leads a well-qualified, enthusiastic and motivated staff team. They have an accurate understanding of what the pre-school does well and where further improvement is needed.

### It is not yet outstanding because:

- Staff do not always make the most of opportunities in activities and daily routines to extend older children's mathematical understanding as fully as possible.
- Staff do not always provide opportunities for children to recognise that print carries meaning and that written words are used for many different purposes.

## What the setting needs to do to improve further

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

- introduce more mathematical ideas and language into daily routines and play activities, to further extend children's mathematical understanding
- provide more opportunities for children to learn about the usefulness of written words, to help support their early literacy development still further.

### Inspection activities

- The inspector observed children during activities, indoors and outdoors.
- The inspector looked at samples of children's assessment folders and records, and a range of other documentation.
- The inspector spoke with members of the committee, staff, a local authority representative, children and parents, at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The visit was unannounced.

### Inspector

Melissa Cox

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good understanding of their responsibilities to safeguard children and the procedures to follow in the event of any concerns about children's welfare. The committee plays an active role in supporting the staff, and responsibilities are shared so that all take an active role in securing best practice. Since the last inspection, staff have worked tirelessly to implement a number of positive changes. For example, they attend regular meetings and access a range of training opportunities to continually improve their professional knowledge and skills. They accurately monitor children's progress and quickly identify where children have gaps in their learning. Additional funding is used effectively to target those areas where some children need extra support, to help them catch up with other children.

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

Staff focus on supporting children's skills very well. They provide activities that are flexible and responsive to children's changing interests and needs. For example, in an impromptu music session, they use the rhythm and beat of the drums as an opportunity to support children's developing language skills and creativity. They are skilled at asking questions that encourage children to think, and they tailor their teaching so that older and younger children receive just the right amount of support and challenge. Children enjoy their play and develop their social skills as they learn to take others' views into account and solve problems together. For example, they negotiate with each other as they investigate how to build high, stable towers of bricks. Younger children enjoy being creative, making swirly patterns with paint and experimenting with mixing colours. They learn to listen and follow instructions as they enjoy fun activities, such as baking cakes.

### Personal development, behaviour and welfare are good

Staff know the children in their care very well and help them to develop strong and trusting relationships. They encourage children to develop independence by doing small tasks for themselves. For example, children serve themselves at snack time and have a go at dressing themselves for outdoor play. They also enjoy taking on small responsibilities and show consideration for others, such as by being helpers at mealtimes or finding lunchboxes for their friends. Children have regular opportunities to be outdoors in the fresh air and they engage in a wide range of physical activities. For example, they dig, ride on bikes and hunt for bugs. They learn to take measured risks and challenge themselves as, for instance, they carefully use the climbing equipment.

### Outcomes for children are good

All children, including those for whom there is funding, those who have special educational needs or disability, and those who speak English as an additional language, make good progress. They have high levels of self-esteem and are motivated learners. Children are independent, communicate well and enjoy learning. They organise their own ideas and play cooperatively together. They are well prepared for their move to school.

## Setting details

<b>Unique reference number</b>	110389
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1042446
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Micheldever and Stratton Pre School Group Committee
<b>Registered person unique reference number</b>	RP524582
<b>Date of previous inspection</b>	3 March 2016
<b>Telephone number</b>	07792 800979

Micheldever and Stratton Preschool registered in 1999. It is located in East Stratton, in Winchester, Hampshire. The pre-school operates five days a week during term time only. Sessions run from 9am to 12.30pm on Monday and Friday, and between 9am and 3pm on Tuesday, Wednesday and Thursday. There are five members of staff working with the children and, of these, four have early years qualifications. This includes two staff who have obtained a Forest School qualification at level 3. The provider is in receipt of funding for the provision of free early education for children aged two, three and four years.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email [enquiries@ofsted.gov.uk](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

