



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 110389

DfES Number: 594864

INSPECTION DETAILS

Inspection Date	23/02/2004
Inspector Name	Tonia Chilcott

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Micheldever and Stratton Preschool
Setting Address	East Stratton Village Hall Winchester Hampshire SO21 3DT

REGISTERED PROVIDER DETAILS

Name	The Committee of Micheldever and Stratton Pre School
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ORGANISATION DETAILS

Name	Micheldever and Stratton Pre School
Address	East Stratton Village Hall East Stratton Winchester Hampshire SO21 3DT

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Micheldever and Stratton Preschool opened in 1999. It operates from East Stratton Village Hall and serves the local area.

There are currently 16 children from three to five years on roll. This includes 12 funded three year olds and two funded four year olds. Children attend for a variety of sessions. Children with special needs and children who speak English as an additional language are supported well.

The group opens five mornings a week during school term times. Sessions are from 09:15 until 12:00.

Three members of staff work with the children. Most have early years qualifications. One staff member is currently on training programmes. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYCDP), and the Area SENCO (Special Educational Needs Co-ordinator).

How good is the Day Care?

Micheldever and Stratton Preschool provides good quality care for children.

Children have defined areas for play in the warm and welcoming environment. There is a wide variety of toys and equipment available that meet the needs of the children attending. All relevant documentation is in place, although sometimes lacks the relevant detail.

Staff give good attention to children's safety ensuring that all areas that children access are free from hazards. There are suitable arrangements in place to ensure children are not left unattended at any time. Children are encouraged to have good personal hygiene and are provided with a wide range of healthy and nutritious snacks and drinks. Children access a range of equipment that reflects positive images of society. Children with special needs are supported well. The staff have a good understanding of child protection procedures.

Children enjoy a wide range of exciting and stimulating activities and are all treated as equals. Procedures to ensure that children's individual needs are met are effective. There are good procedures in place to manage children's behaviour.

The preschool builds strong relationships with parents. Parents are encouraged to be involved in the group and their children's learning. They are provided with written information about the groups policies and procedures.

What has improved since the last inspection?

Not applicable

What is being done well?

- Provision of activities for children is very good. Members of staff have good relationships with children and know them well, ensuring that they can plan activities that meet the needs of all children in a 'learn through play' environment.
- Children know the boundaries for behaviour well and respond to requests from staff well.
- Staff make good use of the available space, ensuring that the environment is warm and welcoming. Children are able to move freely around the preschool. A wide variety of children's work, posters and information are displayed that makes the preschool immediately welcoming to parents and children.
- Children with special needs are supported well. Staff have developed effective links with outside agencies to ensure that they are able to offer activities that meet the needs of all children.
- The relationship between staff and parents is very good. Parents are provided with information about their child's development during their time at the setting.

What needs to be improved?

- the procedures to record details of visitors to the group
- documentation, to ensure that all details about medication administered are recorded.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	ensure that the visitors book includes information about the times of arrival and departure of all visitors to the group.
14	keep a written record, signed by parents, of medicines given to children.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Micheldever and Stratton Preschool provides good quality nursery education. Children are making very good progress towards the early learning goals through a wide range of interesting activities. Very good progress is made in all areas of development.

The quality of teaching is very good. The staff's clear knowledge of the Foundation Stage and their planning of an interesting, exciting and appropriate range of activities help children to learn. The staff use the accommodation well and plan the layout carefully to ensure that children's learning is supported. Children behave well in response to the staff's expectations and sensitive support. Staff spend time getting to know the children's individual needs.

An assessment system is used to record children's progress towards the early learning goals. Planning does not record how individual children's development can be extended, although this is known through the staff's knowledge of individual children, their needs and achievements. Children with special needs are supported well. There are currently no children with English as a second language, although staff members have a good understanding of how these children can be supported.

Leadership and management is very good. The preschool benefits from strong leadership and the staff are encouraged to attend training on a regular basis. The staff all work well together as a strong team and are supported by a dedicated committee of parents. There are informal procedures in place to ensure that staff members are all involved in assessing and monitoring the provision ensuring that the group is constantly looking towards improving.

The partnership with parents and carers is very good. The parents are regularly informed about their children's progress towards the early learning goals and are provided with some details about the Foundation Stage. Parents are able to contribute to their child's development records if they so wish.

What is being done well?

- The quality of teaching is very good. The staff are sound in their knowledge of the early learning goals and they provide a stimulating environment for the children enabling them to learn across all areas through a wide range of practical, exciting and enjoyable activities.
- Relationships between the staff, parents and children are very good. The parents are regularly informed about their child's individual progress. Parents are encouraged to be involved in their children's learning.
- Children's personal, social and emotional development is very good. Children

are confident, sociable and have caring relationships with one another and the staff.

- Children's development in knowledge and understanding of the world is very good. Staff provide many exciting and stimulating activities and resources that encourage the children to explore and investigate.

What needs to be improved?

- the systems for using children's assessments to further inform the planning;
- the information provided to parents about the foundation stage.

What has improved since the last inspection?

The setting has made very good progress since the last inspection. The group have obtained a variety of books that reflect events in children's lives, for example trips to hospital. Children are encouraged to talk about and express their feelings.

The book corner is now an inviting area to children. The group have obtained a variety of bright cushions and books are displayed well so that children are able to access their chosen book at any time. As a result children regularly access the book corner.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are actively involved in their learning. They are confident, work well together and independently and have good relationships with adults and other children. Children are able to make choices. They learn to co-operate and work well together, for example whilst using the computer. Children develop good levels of concentration, for example during cooking activities. Children participate in many activities that help them learn about different cultures.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The children's spoken language is developing well and they are confident and skilled speakers. They regularly learn new vocabulary for example, whilst cooking, and are being introduced to simple French. Children enjoy books and listen avidly to stories. The children all learn to read their name and have many opportunities to practice writing their names. The children are making good progress with their pre-reading and writing skills.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The children have many opportunities to experience the use of numbers one to ten and most are able to recognise written numbers one to ten. Most are able to count to 10. They enjoy activities, which give them an understanding of number and shape. Children learn to use appropriate mathematical language during practical activities. They regularly practice sorting and matching.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children enjoy using their senses to explore in practical activities for instance, whilst making pancakes. The children learn about past and present events in their lives and discuss events such as birthdays and holidays. They are able to use simple information technology equipment confidently, and are skilled at constructing with a variety of media for example, recyclable materials. Some children have a good sense of time and are able to use egg timers to time activities.

PHYSICAL DEVELOPMENT

Judgement: Very Good

The children are confident and competent whilst using tools and materials and they are skilled at using a variety of construction equipment. Children demonstrate a good sense of space and move confidently during physical activities both inside and outside. They travel with control and co-ordination whilst accessing equipment that allows them to travel over and under climbing and balancing equipment.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children use their imagination whilst undertaking role play and in art and craft activities. Children access a wide range of activities that allow them to explore colour, texture, shape for example, whilst cooking. Children enjoy participating in singing sessions. They regularly explore sound using a variety instruments. Children respond with their all their senses to many experiences, such as sand and water activities.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:-
- develop the systems for recording the children's next stages of learning
- provide parents with further information about the foundation stage.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.