

# Micheldever and Stratton Preschool

Inspection report for early years provision

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<b>Unique reference number</b>	110389
<b>Inspection date</b>	12/11/2010
<b>Inspector</b>	Penny Wood
<b>Setting address</b>	East Stratton Village Hall, Winchester, Hampshire, SO21 3DT
<b>Telephone number</b>	07968 524694
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## Description of the setting

Micheldever and Stratton Pre-school opened in 1999. It operates from East Stratton Village Hall and serves the local area. The whole of the village hall is used by the pre-school during operating hours and there is an enclosed outdoor play area. The pre-school is registered on the Early Years Register.

The pre-school operates five days a week during term-time only. Sessions operate between 9.15am and 12.15pm on Mondays and Fridays, between 9.15am and 12.45pm on Tuesdays and Wednesdays and between 9.15am and 3pm on Thursdays. The group is registered for a maximum of 24 children between the ages of two and five years old. There are currently 29 children on roll, all of whom are in the early years age range. The pre-school is in receipt of funding for the provision of free early education for three and four-year-olds. The pre-school employs five members of staff to work with the children. Of these, three hold a suitable childcare qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children enter the setting with ease and quickly settle into their play. All children participate in a good range of age appropriate activities and play opportunities, which promote their learning and development well. Parents receive a warm welcome from staff, with partnerships with parents and others a key strength of the group. Appropriate steps have been taken since the last inspection to address the areas raised for improvement. However, staff fail to identify a number of significant issues and the action needed to ensure children's safety is not prioritised effectively. Staff are insufficiently vigilant to protect children's safety and well-being, which fails to ensure children's needs are met and puts them at significant risk of harm.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

## What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- put strategies in place to ensure people whose suitability has not been checked do not have unsupervised contact with children who are being cared for (Suitable people) 26/11/2010
- review the risk assessment procedures and staff's 26/11/2010

awareness of their surroundings to ensure all hazards are identified and reasonable steps are taken to minimise risk (Suitable premises, environment & equipment)

To improve the early years provision the registered person should:

- ensure all records maintain confidentiality
- ensure regular evacuation drills are completed to ensure all staff are fully aware of the action to take in an emergency

## **The effectiveness of leadership and management of the early years provision**

Children are not sufficiently safeguarded within the setting. Not all staff have received their enhanced Criminal Record Bureau Disclosure since starting their position at the pre-school. Insufficient systems are in place to identify which staff are checked and to ensure that staff whose suitability have not been checked are not left unsupervised with children. This is a breach of a specific legal requirement. Staff induction procedures are ineffective because they do not clearly identify to staff that they should not be left unsupervised with children until such a time that all checks are received and cleared. Furthermore, from raising this issue during inspection, staff continued to leave the member of staff unsupervised. This not only puts children at risk, but also the member of staff.

Suitable systems are in place to monitor children's welfare. Staff have a clear understanding of the action to take if they are concerned that a child is at risk of abuse away from the setting. Records are maintained of injuries that children arrive with; however, these do not maintain confidentiality.

Staff have some good systems in place to evaluate the provision, particularly relating to the evaluation of activities and children's learning and development. However, they do not tackle key priorities in safeguarding children or rigorously check how well policies and procedures are implemented. Daily risk assessments are carried out on the equipment and premises. However, the ineffective use of the risk assessment procedure fails to identify hazards or prompt sufficient action to reduce risk. For example, although good measures were taken to prevent children from accessing the half-built shed, the shed doors and panes of glass were insufficiently made safe or inaccessible to children. This put children at serious risk of harm. When raised with staff, some effort was made to reduce accessibility by preventing children's access through a barrier of equipment. However, staff later removed some of the equipment for children to play with, reinstating the risk of harm to children. Within the indoor environment, staff are not always fully aware of what is going on around them. For example, prompt action is not always taken to ensure children play safely and that upturned chairs are promptly righted.

Staff have considered how children may enter and leave the premises safely. They have reviewed the procedures for the beginning and end of the day to reduce the

risk of harm to children within the car park area. Staff have some understanding of the emergency evacuation procedures, although they have not been practised for some time. This does not enable the new members of staff and children to gain experience of the procedure. The premises, toys and resources are fit for purpose, with space used well to provide children with a good range of activities and play opportunities.

Inclusive practice is promoted within the group. All families are welcomed and good steps are in place to promote strong relationships and trust. Staff consider how to ensure all children receive support within their learning and development, regardless of children's individual needs or abilities. The group liaise well with external agencies and other childcare providers to ensure each child receives the support they need. Good systems are in place to prepare children for school.

Partnership with parents is a key strength. Parents talk highly of the approachable staff and value the service the group provides. Parents receive high levels of information. For example, they have access to information on the notice board, receive welcome packs as they join the group and benefit from meetings with key workers during the year to discuss children's progress. Good procedures are in place to promote children's good health. Staff are trained in first aid to ensure children receive appropriate medical care. Health documentation is completed in detail and shared with parents in order to inform them of the level of care their children receive.

## **The quality and standards of the early years provision and outcomes for children**

Children benefit from the good systems in place to promote their learning and development. The provision of activities and play opportunities promote children's development across all six areas of learning. Children benefit from a good balance of adult led and child initiated opportunities. Children are able to follow their own interests and make choices from the accessible range of toys and resources. The environment is used well, with children being able to access a good range of resources both inside and out. The outdoor area is used well as an extension of the indoor learning environment. Good strategies are in place to gain information relating to children's starting points on joining the group. The planning of activities takes into consideration children's interests and individual abilities. Staff evaluate activities and the planning system well, noting what children enjoy, achieve and how they will use information gained within future planning. Staff monitor individual children's development within 'All About Me' books and development summary sheets. Parents are encouraged to have input within the summary sheets and have opportunities to discuss children's next steps with staff.

Children show that they are confident and at ease within the setting. They confidently approach adults for support and to engage them in their play and activities. Generally the children play very well with each other, with some children forming strong bonds and friendships. Children come together well during role play opportunities, cooperating and taking turns with the toys and resources. Children

are good at initiating their own games, such as 'What's The Time Mr Wolf'. However, the lack of adult direction and prompt action taken during times of inappropriate play, such as children climbing on and jumping off pieces of equipment, compromises children's understanding of rules and boundaries and their safety within their play.

At times staff deploy themselves well to support children. For example, they help them to access programs on the computer and sit and play games with them. Staff encourage children to problem solve. For example, a member of staff encourages children to work out how to untangle a ribbon from the wheel of the toy lawnmower. Staff are skilled in facilitating children's play. For example, when playing outside staff provide a good range of resources to engage children and add further resources throughout the morning to further extend their play. Staff are good at encouraging children to attain new skills. For example, staff give clear directions on how to use pegs, which enables a child to enjoy hanging various items on a washing line. Children benefit from good opportunities to develop their mark making skills. They enjoy drawing, compiling lists and using paint brushes with water outside. Staff use plenty of praise and encouragement, which boosts children's confidence and self-esteem. Children are gaining an awareness of the French language. A member of staff frequently praises and thanks children in French and one child spontaneously counted up to ten in French during story time. Children actively participate in story time, with staff using good intonation to engage children. Staff encourage children to predict what happens next in the storyline.

Children benefit from good opportunities to develop their independence. For example, they get themselves ready to go outside to play and pour their own drinks at snack time. Children benefit from healthy snacks. They follow good hygiene routines during the day, which reduce the spread of germs and infections. Daily opportunities to be physically active outside encourage children to gain control over their bodies and to enjoy healthy exercise. Inside, children enjoy opportunities to participate in music and movement. They enjoy exploring a good range of musical instruments and participating in action songs. The creative use of resources, such as a spider on a long piece of string and a drainpipe further engage children in rhymes such as Incy Wincy Spider. Children love looking up the drainpipe to see when the spider comes down and join in well with the song.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	4
The capacity of the provision to maintain continuous improvement	4

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	2

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