

Micheldever and Stratton Preschool

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



Inspection date

3 March 2016

Previous inspection date

12 May 2011

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- Management and staff do not take all necessary steps to keep children safe, particularly when alerted to possible signs that a child may be at risk of harm. For example, they fail to adequately record welfare concerns and follow the guidance of their Local Safeguarding Children Board. This has a detrimental impact on children's welfare.
- The quality of staff's interaction with children is variable. For example, staff do not always provide children with sufficient challenge or deploy themselves effectively to help children learn to manage their behaviour.
- Staff fail to identify and meet the learning needs of all children, in particular those who are learning English as an additional language. For example, staff do not prioritise appropriate interventions for individual children who require additional support. This restricts children from making as much progress as they should.
- Managers do not fully review the quality of their provision. For example, they have failed to identify and address gaps in staff knowledge relating to safeguarding or take action to improve the quality of teaching, leading to the breaches in requirements.

It has the following strengths

- Staff develop secure links with parents and share details of children's daily experiences.
- Children have suitable opportunities to be healthy and to develop their physical skills, for example, through outdoor activities at the forest school and daily outdoor play.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

	Due Date
■ ensure that management and all staff have a clear understanding of their safeguarding responsibilities and respond appropriately to any possible signs of harm to a child, in line with the guidance of their Local Safeguarding Children Board	15/03/2016
■ improve the arrangements for staff deployment, and the quality of interactions with children, to ensure children receive consistent support in managing their behaviour	15/03/2016
■ plan suitably challenging learning experiences for all children, taking into account their stages of development and what they need to learn next, and ensure each child receives specific tailored support so that all children make good progress.	15/03/2016

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

- review the self-evaluation process to focus on key weaknesses within the setting, with particular focus on improving the quality of teaching.

Inspection activities

- The inspector observed the quality of teaching activities inside and during outdoor play, and assessed the impact this had on children's learning.
- The inspector completed a joint observation with the lead practitioner.
- The inspector held a meeting with the chairperson and lead practitioner. She looked at relevant documentation, such as the setting's policies and procedures, and staff records.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector spoke to staff and questioned them on their key children and on their safeguarding knowledge.

Inspector

Ingrid Howell

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. Despite leaders and staff knowing how to identify possible signs that may indicate a child being at risk of harm, they fail to maintain accurate welfare records or follow the correct reporting procedures in line with their Local Safeguarding Children Board. This puts children at risk. The manager undertakes required checks on all staff prior to recruitment, to ensure that they are suitable to work with children. Parents comment that they are happy with their children's care, including the support from staff to continue their children's learning at home. However, processes for monitoring staff practice and addressing gaps in their knowledge are weak, which affects children's learning and care. Current arrangements for evaluating the setting are not effective enough to identify and improve areas of weakness.

Quality of teaching, learning and assessment requires improvement

Staff generally provide a suitable range of activities; however, planning is not always effective. For example, despite staff identifying individual children who may require additional support, they do not always act swiftly enough to ensure that these children make good progress. The setting has introduced a group session for some children to support their language and communication. They have used government funding to purchase resources to support this, such as a voice recorder. Children enjoy engaging in imaginative play. For example, in the garden, they build a castle from large plastic bricks and when indoors, they explore in the role play area. However, the quality of staff interaction is not always consistent. For example, staff sometimes miss opportunities to suitably challenge children's learning during self-chosen activities and daily routines. This leads to some children becoming restless, which has a negative impact on their learning experiences.

Personal development, behaviour and welfare are inadequate

Staff fail to meet the welfare needs of children sufficiently because of weaknesses in their safeguarding knowledge. Additionally, due to the lack of quality interaction and effective deployment of staff, some children display challenging behaviour, which affects the enjoyment of other children. Despite this, children are generally cooperative towards others and build trusting relationships with adults. Staff provide a welcoming environment and take time to settle children on arrival. Staff recognise and follow children's personal care needs.

Outcomes for children require improvement

Children gain basic skills that they require for school. For example, they learn to count objects, recognise some numbers, and follow simple instructions. However, not all groups of children make good progress due to the weaknesses in teaching.

Setting details

Unique reference number	110389
Local authority	Hampshire
Inspection number	845989
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	25
Name of provider	Micheldever and Stratton Pre School Group Committee
Date of previous inspection	12 May 2011
Telephone number	07792 800979

Micheldever and Stratton Pre-school registered in 1999. It is located in East Stratton, Winchester. The provider is in receipt of funding for the provision of free early education for children aged two, three and four years. 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. The provider employs three members of staff to work with the children. The manager holds a relevant qualification at level 4, and two members of staff are qualified to level 3.

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