

Army Air Corps (AAC) Preschool



AAC Preschool, School of Army Aviation, Middle Wallop, Stockbridge, Hampshire,
SO20 8DY

Inspection date	14 June 2016
Previous inspection date	17 June 2015

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

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Leaders did not ensure that policies regarding the use of mobile phones and cameras were implemented effectively by visitors to the setting on the day of the inspection.
- Although the majority of children leave the setting with the skills they need to be ready for school, some do not make enough progress.
- Staff in the preschool room do not manage children's behaviour consistently and positively.
- Staff are not offered good opportunities to discuss any issues concerning children's development and well-being or their own personal effectiveness with the management.

It has the following strengths

- The manager has driven some notable improvements since the last inspection, including the enhanced provision for babies in the setting.
- Provision for children with special educational needs is very good. The experienced coordinator provides excellent early support for families and children that need extra help.
- Staff are enthusiastic and caring and know the children well. They develop warm relationships, which help children to feel safe and secure at the setting.

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 the safeguarding policy in relation to the use of mobile phones and cameras in the setting is implemented effectively, especially in regard to any visitors to the site	16/06/2016
■ ensure that children with low starting points, and those at risk of under-achievement, make good progress and catch up with their peers, so that they are ready to move on to school	18/07/2016
■ ensure that all members of staff use positive behaviour management techniques so that children understand why certain behaviour is not acceptable	18/07/2016
■ ensure that appropriate arrangements are in place for the effective supervision of staff.	18/07/2016

Inspection activities

- The inspector spoke to parents and took their views into account.
- The inspector spoke to staff and children at suitable times throughout the inspection.
- The inspector carried out a joint observation with the setting manager.
- The inspector observed children's play and learning within the setting.
- The inspector held a meeting with the manager about the leadership and management of the provision.
- The inspector sampled the setting's documentation including the self-evaluation, records of children's learning, staff files and suitability checks.

Inspector

Penny Fisher, Her Majesty's Inspector

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager is committed and hard working. However, the amount of time she is able to allocate to management responsibilities, rather than teaching, is limited. This means that her monitoring role is under-developed. For example, she has not been able to dedicate sufficient time to observing staff practice, analysing data or carrying out effective supervision meetings in order to further improve the quality of teaching. Safeguarding is effective. However, although there are policies in place for the safe use of cameras and mobile phones, on the day of inspection, staff did not make sure visitors adhered to this. Despite this, the incident was managed effectively and did not impact negatively on the safety of the children present.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is not yet consistently good. Staff in the baby room and the toddler room ensure that they focus on teaching the basics well. Babies are encouraged to develop their physical skills. They are warmly praised when they take a few first steps or learn to use a spoon to feed themselves. The staff skilfully extend toddlers' learning as they follow their interests. For example, staff introduce the concepts of shape and size when children explore the texture of paint. On the day of the inspection, the garden was not available to the children. This had a negative impact on the experience of some older children as this was not well planned for. Some good teaching was observed, for example, when a group of girls played a lotto game. But, at times, because the indoor activities did not hold their interest, children, especially boys, did not concentrate well and became bored. This led to some poor behaviour.

Personal development, behaviour and welfare require improvement

Staff do not always promote good behaviour successfully with older children. For example, they do not explain why it is not appropriate to throw resources or push other children. Staff do promote good attendance and any absences are closely monitored. Babies can follow their own routines in line with parents' wishes. The new sleep room enables babies and toddlers to rest safely and comfortably when they need to. The snacks provided are healthy and nutritious.

Outcomes for children require improvement

There is more to do to ensure that those that start at the setting at risk of under-achieving, catch up with the others. Older children that need extra help enjoy small group sessions that encourage them to learn the skills they need for school. For example, they are beginning to develop their ability to take turns and build their understanding and use of words. Babies respond well to their carers and play and explore confidently, waving to visitors. In the toddler room, children begin to develop their independence, for example, turning the pages in a book and 'reading' favourite stories out loud by themselves.

Setting details

Unique reference number	109880
Local authority	Hampshire
Inspection number	1037432
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	74
Number of children on roll	70
Name of provider	Army Air Corps Playschool Committee
Date of previous inspection	17 June 2015
Telephone number	01264 784 381

The Army Air Corps Preschool registered in 1995. It is located close to the Army Air Corp base at Middle Wallop, Hampshire. The pre-school is open each weekday from 08.30am to 17.30pm during term time only. The preschool is in receipt of funding for the provision of free early education for children aged three and four years. Of the 12 staff who work with the children, 10 hold relevant early years qualifications at level 2 to level 5.

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