

# 3-2-5 Pre-School

Burghclere Down Community Centre, Berry Way, Andover, Hampshire  
SP10 3RZ



<b>Inspection date</b>	29 April 2019
Previous inspection date	5 July 2018

	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires improvement	3
Effectiveness of 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 is a provision that requires improvement

- Teaching has not improved sufficiently and the monitoring of children's progress is not yet at a level where any concerns are quickly identified and addressed.
- Staff do not value the language skills children may have in their first language and do not understand how to plan effectively to assist their learning. This means that staff are not fully respecting the diversity of the children who use their setting.
- Staff do not seek information about children's skills when they join the setting, to enable them to monitor children's progress from the start.

### It has the following strengths

- Children settle quickly, make choices and become independently involved in the many activities both indoors and outdoors.
- The new manager and chairperson are highly motivated about improving the pre-school. They have developed a clear plan of improvement and have started to implement changes.
- Parents comment on the positive changes they have seen in the last few weeks, including more activities for the children to experience independently and a much happier atmosphere.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve the quality of teaching, observation and assessment to enable staff to accurately identify children's individual developmental progress and plan effectively for their development	27/05/2019
improve the staff's ability to understand and meet the learning needs of children who speak English as an additional language.	27/05/2019

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

- encourage parents to share information about their child's development when they first join the setting, to help inform the monitoring of progress
- review resources and improve practice to reflect and respect the diversity of the children attending.

### Inspection activities

- The inspector toured the premises and reviewed resources with the manager.
- The inspector observed a planned activity with the manager and discussed teaching and learning.
- The inspector observed the staff and children at play and discussed their activities.
- The inspector discussed the setting and took into account the views of parents.
- The inspector discussed leadership and management with the chairperson and manager.

**Inspector**  
Lynne Lewington

## Inspection findings

### Effectiveness of leadership and management requires improvement

Safeguarding is effective. Staff risk assess and manage potential risk well. They have a clear understanding of the action they must take if they have concerns about the welfare of a child. Clear information about safeguarding procedures is displayed, promoting everyone's understanding. Currently the observation and assessment of children's development remain weak. Staff do not identify gaps in children's learning effectively, plan appropriate strategies to enhance learning or seek further advice promptly. This hinders children's progress. Staff skills have now started to be developed. For example, they are receiving training to develop their abilities in using sign language to aid communication skills.

### Quality of teaching, learning and assessment requires improvement

Staff plan a variety of activities, indoors and outside, that children explore and actively engage with. For example, staff encourage children to combine water with sand in a tray and examine their footprints. They look at the patterns they create and are encouraged to describe what they see. Staff encourage children to recognise their names at various times of the day, such as registration and snack times. Some children recognise letters. This contributes to their early reading skills. Children learn to compare. For example, they identify if the tower of large bricks is taller than them as they stand against it. Staff encourage children to develop their awareness of their sense of smell. For example, children enjoy exploring dough that has been mixed with herbs and spices.

### Personal development, behaviour and welfare require improvement

Most children are keen to participate, although sometimes staff do not always adapt their teaching sufficiently to sustain and extend children's interest. Staff are positive role models. They are calm and patient in their interactions with children. Staff recognise and praise children's efforts. They encourage children's independence and self-care skills. For example, children independently prepare for snack time and pour their drinks. Children demonstrate increasing physical skills. For example, they successfully walk along stepping stones and balance boards and ride tricycles.

### Outcomes for children require improvement

Currently there is little evidence of the progress children make from their starting points. However, children are confident and develop their social skills. They are learning to look after the resources and be independent in their self-care. Children demonstrate increasing abilities to share and take turns in their activities. They use books independently, listen to stories attentively and talk about the pictures they see. Children develop the basic skills to prepare them for the next stage of their learning.

## Setting details

<b>Unique reference number</b>	EY285836
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10085085
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	3 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	3-2-5 Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP910534
<b>Date of previous inspection</b>	5 July 2018
<b>Telephone number</b>	07944 220 280

3-2-5 Pre-School registered in 2004. It operates from Burghclere Down Community Centre in Andover, Hampshire. The pre-school is open each weekday during term time from 9.15am to 2.15pm. It has a parents' committee and employs six members of staff. Of these, the manager holds a relevant level 5 qualification, one staff member holds a level 4 and four staff hold level 3 qualifications. The pre-school receives funding to provide early education to children aged three and four years.

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