

# Inspection of Micheldever and Stratton Preschool

East Stratton Village Hall, Winchester, Hampshire SO21 3DT

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Inspection date: 14 November 2019

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

## **What is it like to attend this early years setting?**

### **The provision is good**

Leaders and staff are welcoming and greet children and parents warmly. Children happily separate from their parents and seek out their friends and engage in play. Staff provide children with a relaxed, safe and stimulating environment. This enables children to access resources confidently for themselves to lead their own play and learning. Staff have high expectations for every child. They encourage children to keep trying to build their resilience skills. For example, staff offer praise and encourage children to keep trying as they successfully make knots when threading beads. Staff know the children well and they share secure relationships with one another. Children follow instructions and understand the routine of the day. Behaviour across the pre-school is good.

Staff use additional funding appropriately and consider the individual needs of the child. For instance, small pets were brought into the pre-school to help develop speech and language skills in an interesting way. The children delight when they see the animals arrive and take turns to handle them. Staff remind children sensitively not to squeal when they get a little too excited. Children discuss their own pets, draw them and share their pictures with each other.

### **What does the early years setting do well and what does it need to do better?**

- Leaders have made significant progress since the last inspection. They have engaged the help of the local authority and a local school and have worked well with them to successfully address the actions that were raised. For example, there is a robust supervision process in place which has identified areas for staff development. Staff have accessed appropriate training to enhance their practice and improve teaching skills.
- Parents report that they are very pleased with the care their children receive. They value the staff and know their children are happy attending pre-school. Staff regularly share what they are working on with their children and encourage parents to continue with this at home to support their children's learning further. Parents like the lending library the pre-school has introduced. Parents regularly share books with their children, enjoying the closeness this brings and seeing their children develop an early love of reading.
- The quality of teaching is good. Staff have a good understanding of how children learn. They enthuse and motivate children, and in return children demonstrate a positive attitude to learning. For example, they concentrate and work together to weigh items they have found in the garden on the large scales. Staff offer children new mathematical language to support their learning further. However, on occasions, some staff do not consistently extend children's learning as well as they could do.
- Children's early communication skills are well supported. Recent training has

enabled the staff to use acquired sign language skills to ensure that every child is included. Staff identify any delays in speech and language quickly and take advice from professionals to help close any gaps in children's learning. All children, including those with special educational needs and/or disabilities, are making good progress. However, there are times when some staff do not always leave enough time for children to think and formulate a response for themselves.

- Staff promote children's health and well-being effectively. They provide opportunities for children to be physically active and play outdoors in the fresh air. Staff regularly take children to the local 'forest school' where they can take part in activities to build their physical development and confidence. Children are very skilled at doing things for themselves. For example, they know they must put on their wellington boots and coats before they go outside, and do this with minimal support.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have ensured that staff access regular safeguarding training and know their role and responsibilities to keep children safe. The designated lead for safeguarding has ensured that staff know the signs to look for and know when, and who, to report any concerns they have about a child or a member of staff. Leaders have implemented a robust recruitment and induction process. This includes obtaining references and checking for any gaps in employment during the recruitment stage. They regularly check staff's ongoing suitability to ensure they remain suitable to work with children.

## **What does the setting need to do to improve?**

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

- develop teaching further to ensure staff consistently extend children's learning during all activities
- support children's learning even better by ensuring staff always give children sufficient time to think and formulate their own responses.

## Setting details

<b>Unique reference number</b>	110389
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10109409
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Micheldever and Stratton Pre School Group Committee
<b>Registered person unique reference number</b>	RP524582
<b>Telephone number</b>	07792 800979
<b>Date of previous inspection</b>	17 May 2019

## Information about this early years setting

Micheldever and Stratton Pre-school registered in 1999. It is located in East Stratton, in Winchester, Hampshire. The pre-school operates Monday to Friday, during term time only. Sessions run from 9am until 12.30pm on Monday and Friday, and from 9am until 3pm on Tuesday, Wednesday and Thursday. There are five members of staff. Of these, one holds a childcare qualification at level 4 and three hold qualifications at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jayne Godden

## Inspection activities

- The inspector observed the quality of teaching and the support for children's learning during activities inside and outside.
- The inspector assessed how well leaders and staff understand and implement the pre-school policies, and how they monitor children's learning.
- Two joint observations were carried out by the inspector and the manager of the pre-school to assess how well leaders monitor the quality of teaching.
- The inspector talked to parents, staff and children during the inspection and took their views into account.
- A learning walk was carried out by the inspector with the manager of the pre-school, to gain an overview of the curriculum offered and how staff implement this.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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