

Inspection of 345 Preschool

24 Jacklyns Lane, Alresford, Hants SO24 9JJ

Inspection date:

13 January 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Since the last inspection, the practitioners, manager and governing body/committee have successfully worked together to address actions that had been set. This has had a positive impact on children's pre-school experiences. However, there are still areas of practice and aspects of the provision that the pre-school needs to improve.

Practitioners put a strong focus on developing children's independence. This is evident as children serve healthy snacks, pour drinks and choose resources.

Children show they feel safe in the care of the practitioners through their positive engagements and interactions. Practitioners have high expectations of children's development and behaviour. However, they do not always successfully offer the challenge and support needed to help children to achieve these.

Children are keen learners. For instance, they spend a long time developing their concentration skills as they successfully use scissors. Children demonstrate a sense of achievement as they happily share what they have achieved with practitioners.

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

- The manager is now settling into her role and has begun completing supervision meetings with her team. Although this has been a positive experience for the team, the supervisions are not fully effective at developing the provision. This does not help practitioners understand how they can progress, and therefore offer children more enhanced learning experiences.
- Practitioners have worked with the local authority to develop their planning systems. They are successfully observing children's interests and setting up their environment based on these. For instance, they have developed a large mark-making area to encourage children's expressive arts and early literacy skills as they begin to form letters. Newly introduced arrangements for planning are beginning to have a positive impact. However, although practitioners are becoming more confident in identifying what children need to learn during activities, they are not always successful in delivering on their planning. For example, during circle time, practitioners planned to involve mathematical development and differentiate learning based on children's knowledge. This learning opportunity did not take place, which prevented children having a valuable learning opportunity.
- The pre-school recently received funding for a sports coach to come in and work with the children every week. Children show enthusiasm to join in with these sports sessions. They show good listening skills and are able to follow instructions well. For example, children skilfully run to the correct areas in the

room as they warm up.

- Children are confident learners. Some develop their imaginary play in the role-play area and others develop their fine motor skills as they manipulate dough. Overall, children are happy and relaxed in the pre-school. However, the organisation of the morning session does not support them to separate from their parents and settle into activities when they first arrive.
- Children show enjoyment in playing together during water play. They use different containers to fill and empty. At times, children get involved in conflicts and struggle to manage these themselves. This can have a negative impact on their emotional well-being. Practitioners are not always deployed well to support children in these situations. Although all practitioners take a calm and considered approach when managing behaviour, their approaches are not consistent, which does not allow children to understand boundaries in the pre-school.
- Parents provide positive feedback about the pre-school. They comment that there has been a noticeable change in the provision since the last inspection. Some of these changes include monthly newsletters, termly summaries of their children's progress and a healthy snack bar. Parents also comment that activities on arrival have been more varied.

Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, the manager has worked closely with the governing body to complete a safeguarding audit. This helped to highlight any gaps in their paperwork and knowledge, which they have promptly addressed. The manager and practitioners understand their roles in regard to safeguarding children and know who to refer concerns to. The committee has put in place safe recruitment systems to ensure that practitioners working with children are suitable and have their identity checks completed. A robust induction for new practitioners has also been created.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure practitioners are deployed suitably within the pre-school so they are there to support children's play and interactions	07/02/2020

ensure supervision systems are fully effective and identify training required to develop teaching, practitioners' confidence and the overall provision.	27/03/2020
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To further improve the quality of the early years provision, the provider should:

- review the morning routine to help children have a smooth transition into the pre-school and therefore settle well
- develop a consistent approach to managing behaviour to ensure boundaries are consistent and children are empowered to begin to manage their own conflicts
- continue to support practitioners to plan experiences that build on children's skills and knowledge.

Setting details

Unique reference number	109957
Local authority	Hampshire
Inspection number	10118341
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	26
Number of children on roll	21
Name of registered person	345 PreSchool Committee
Registered person unique reference number	RP906691
Telephone number	07826 948 826
Date of previous inspection	15 July 2019

Information about this early years setting

345 Preschool first registered in 1989 and is located in Alresford, Hampshire. It opens on Monday, Tuesday, Wednesday and Friday from 8.30am to 3pm, during term time only. The pre-school employs six members of staff, all of whom hold relevant early years qualifications at level 3. The manager is qualified to level 6 and holds qualified teacher status. The pre-school receives funding to provide free early years education for children aged three and four years.

Information about this inspection

Inspector
Hayley Doncom

Inspection activities

- The inspector and the manager carried out a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- One joint observation was carried out by the inspector and the manager to observe the quality of teaching.
- Discussions were held with children, practitioners, parents and committee members at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation. This included staff suitability checks and induction documents, along with developments that have been put in place since the last inspection.
- A leadership meeting was held between the inspector and the manager.

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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