

DESIGN AND ACCESS STATEMENT
IN RELATION
TO THE INSTALLATION
OF A NEW MODULAR BUILDING
ON LAND ADJACENT
TO
ST CLARE'S PRE-SCHOOL
STROUDEN COURT
WARREN PARK
HAVANT PO9 4JX

HAVANT BOROUGH
COUNCIL

28 MAR 2017

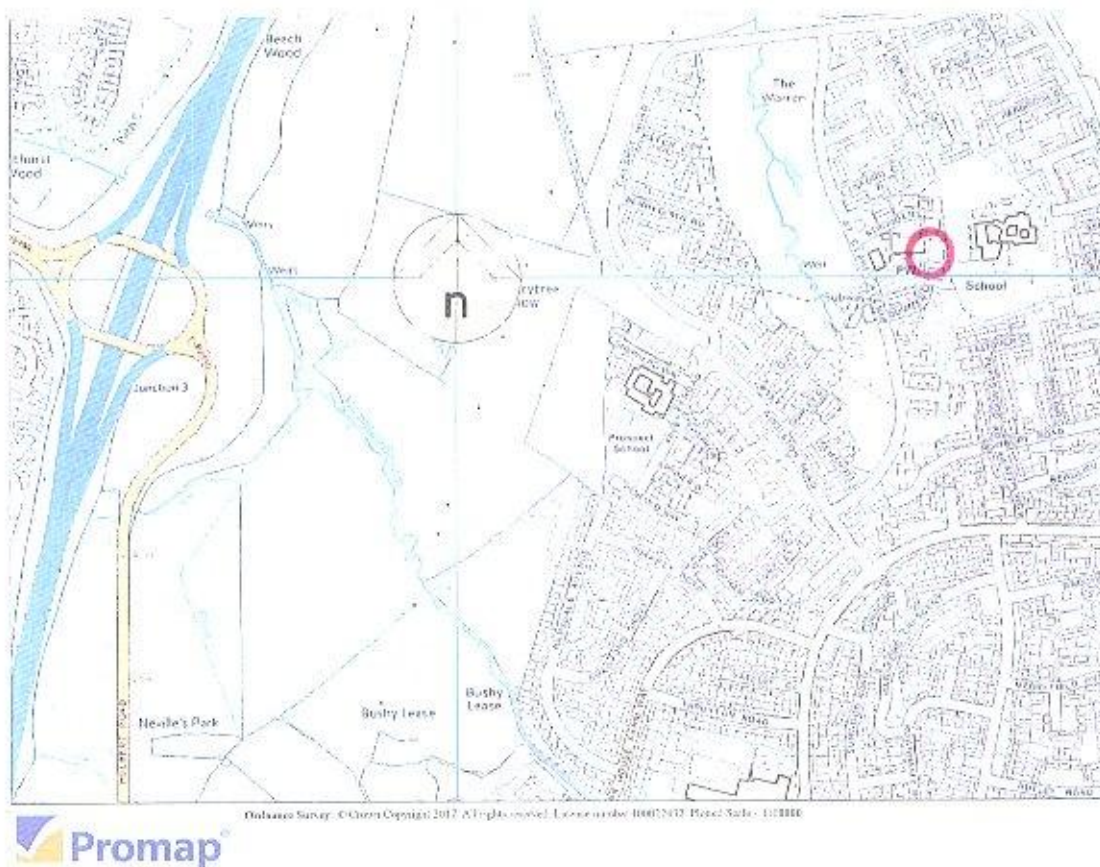
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MARCH 2017

1703/DS01

DESIGN AND ACCESS STATEMENT IN SUPPORT OF PLANNING APPLICATION
TO INSTALL A NEW MODULAR BUILDING PROVIDING ADDITIONAL
TEACHING AND ACTIVITY SPACE ON LAND ADJACENT TO ST CLARE'S PRE-
SCHOOL STROUDEN COURT WARREN PARK HAVANT PO9 4JX



LOCATION

St Clare's Pre-school is located at 10 Strouden Court, Warren Park, Havant PO9 4JX



THE SCHOOL AND ITS NEED

The pre-school has operated and served the local community since 1971. In February 2010 we closed the Church Pre-school to move into Strouden Court a larger premises with a 40 place capacity which we thought would meet the demand for the area. By April 2010 Strouden Court pre-school was full and we could not offer any additional places or accommodate the many funded 2 year olds. We decided to re-open the Church pre-school in April as a morning setting to accommodate our waiting list, by the September the Church setting increased its hours to 9-3 to meet the demand and accommodate the many 2 year olds with funding needing places.



Since opening the Strouden Court Pre-school in 2010, then re-opening the Church pre-school we have consistently been full to capacity by the April term leaving us very little or no room to take on additional children or offer flexibility to parents wishing to add additional hours. This has limited the number of hours we have then been able to sell parents over their funded 15 hours and has also prevented us from taking on children with 2year funding in the past.

The Pre-school has a large staff team that consists of a pre-school manager, 17 childcare staff, 12 are level 3 qualified, two have a foundation degree, one has a BA Hons and 2 are apprentices. Two of our staff provide SEN one to one care and are trained and experienced in this area to ensure we can accommodate any child that wishes to join the pre-school. Our staff team is consistent, experienced and knowledgeable with 4 or more years of service with the exception of the apprentices. We have two qualified bank staff members which provides staff cover for sickness/training or any other incident.



Both pre-schools achieved outstanding ofsted inspection on their last inspection and the inspection previous to that Strouden court achieved outstanding and the Church was inspected the day it re-opened and achieved a good report.

The pre-school is a company limited by guarantee with a charity status. The charity status has enabled us to help and benefit many children and families in different ways to ensure we cater for the individual needs of each family and support them in difficult times.



Then the pre-school has grown considerably over the years. Last year we sought planning permission to expand the garden at Strouden Court to enhance our play area. We have also extended our opening times and stretched to offer 40 weeks of childcare. The additional weeks of childcare was accessed by 22 – 24 children each day throughout and also accessed flexibly by parents who phoned to book a place on the day.



A recent survey taken of our current working parents confirmed a 75% need and demand of take up of the 30 hours funded care. To date we have had several parents make enquires about the 30 hours in the hope that they could access this earlier in September 2016.

THE PROPOSED BUILDING

The new unit is of modular building construction provides a rapid economical building solution with off-site pre-assembly, minimal ground preparation and fast on-site installation. This ensures minimal impact on the surrounding environment and school operation.



The building is based on latest steel frame technology with timber infill structure insulated and clad externally with timber boarding. Windows are UPVC with K glass glazing and the main entrance is a powder coated steel door. The roof is flat with propriety membrane roof sheeting with warm deck construction. The floor is designed to a 3KN loading, insulated and based on a steel joist system, supported by pad foundations.



Internal finishes are vinyl faced plasterboard to walls and ceiling with slip resistant polysafe flooring. Internal partitions, timber framed, sound insulated and finished with vinyl faced plasterboard.

The new building is fully Building Regulation compliant, ensuring that the design incorporates the highest standard of insulation, structural strength, low carbon emission and fire precautions.



THE SITE

The new building will be sited on an adjacent vacant land owned by Portsmouth City Council. It will be surrounded with a 2m high security fence and within the site a hard surface play area is to be provided.

CAR PARKING

St Clare's Pre-school is sited adjacent to a large public car park where there is adequate parking as there are no allocated parking spaces.

ACCESS

The building will be accessed from a new footpath following the contours of the site. The finished floor level of the new building will be set to coincide with the existing ground level at the entrance.

The disabled WC will be in accordance with part M of the Building Regulations.



St Clare's Pre-School

10 Strouden Court, Warren Park, Havant, Hampshire, PO9 4JX

Inspection date

19/06/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- Staff are extremely caring and perceptive and help children form exceptionally secure emotional attachments, providing a strong base for children's learning and well-being.
- Children make strides in their progress, given their starting points, due to the excellent and tailored support provided by highly skilled staff.
- Staff develop highly effective partnerships with parents and carers, other providers and external agencies, which ensures children's individual needs are quickly met and prepares them extremely well for the move to school.
- Children are fully included in deciding what play equipment and activities are provided at each session, which means they feel completely valued and are totally engaged in their play and learning.
- The leader and manager effectively oversee the excellent systems for the safe and successful running of the pre-school and bring about continuous improvements for children.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main rooms and the outdoor area.
- The inspector had discussions with staff, children and parents.
- The inspector undertook a joint observation with the deputy.
- The inspector sampled a range of documentation including children's records, staff suitability and safeguarding procedures, self-evaluation and action plans.

Inspector

Jacqueline Munden

Full Report

Information about the setting

St. Clare's Pre-School first opened in 1971 and registered with Ofsted as a company limited by guarantee in 2012. It is one of two pre-schools managed by the same board of directors. The pre-school operates from premises in a residential area of Havant, in Hampshire. Children have access to two main playrooms and an enclosed outside area. The pre-school is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The pre-school opens Monday to Friday, term time only from 8:30am to 3:30pm, with an optional lunch club from 11.30am to 12.30pm. Children attend for a variety of sessions. The pre-school serves families from the local community and surrounding areas. The pre-school is in receipt of funding for free early education for two-, three- and four-year-olds. There are 70 pre-school children on roll. The pre-school supports children with special educational needs and/or disabilities and children learning English as an additional language. There are 13 members of staff who work directly with the children including the lead practitioner, a kitchen assistant and a lunchtime assistant. Of these, two hold a relevant early years qualification at level 4, seven at level 3 and two at level 2.

What the setting needs to do to improve further

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

- help children further to use their name cards for self-registration and for activity waiting lists by making the name cards easier to find, for example, by laying them out.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children bound into the pre-school excited to see their friends and the staff. The sessions are an excellent balance of child-initiated and adult-led activities. Staff make an extensive range of rich and varied activities and resources available at all times. Children are confident in exploring these, which means they take the lead in their learning and enjoyment. Staff expertly use children's interests in their favourite football teams, for example, to encourage children's involvement in learning numbers and to develop pencil control. Staff make a template of a footballer's shirt, which children eagerly draw around. They learn to recognise numbers as they copy them onto the shirts. Staff extend this learning by helping children to put the numbers in order. Children learning English as an additional language are included and valued. Staff and children learn to count in French using the dual language number frieze. Staff make individual play plans for each child with

special educational needs and/or disabilities and work closely with any other professionals involved in their care.

Staff divide children into age groups for some parts of the day, including large group times and key person group times. This enables staff to adjust the activities to meet the developmental needs of the children exceptionally well. Staff recognise the additional needs of the two year olds and show they have correct expectations of the younger children's ability to listen and concentrate. They are highly skilled in adapting activities to extend children's learning. Older children show very high levels of concentration as they take part in group sessions because staff use effective methods to engage them. Children learn about subtraction as they sing about monkeys jumping on and falling off the bed. Children are eager to wear the monkey masks and fall off the bed as they join in the song. Staff demonstrate excellent practice as they take time to point to and count each monkey that is left. Children show their good understanding as they hold up the correct number of fingers to correspond with the number of monkeys left.

Staff place an extremely high emphasis on promoting communication and language skills. They use Makaton signing as a visual means of communication with all children. Staff use their excellent knowledge, gained through research and training, to create an area with resources that are designed to promote speech and listening skills. Children explore the treasure baskets, developing and using language to describe what they feel. They learn about letter sounds as they explore the alphabet boxes. Staff effectively support more able children who are beginning to read blends of letters and some words such as 'mum' and 'dad'.

Sharply focused ongoing assessments promptly identify any concerns about children's development and feed into the progress check for children aged two years. Accurate, targeted individual planning ensures each child makes rapid progress. Parents and other providers, where children attend more than one provision, are fully engaged in this process. Parents receive information about a speech and language scheme that the pre-school incorporates into their programme. This helps parents understand how to promote communication skills at home and promotes excellent shared learning. Children's progress is excellent as a result.

The contribution of the early years provision to the well-being of children

The high staff to child ratio and the effective key person system play a significant role in ensuring all children are very happy and settled. All key people get to know every child exceptionally well, which helps establish secure emotional attachments. They have a particular in-depth knowledge of each child, their home backgrounds, the professionals involved in their life, and their very specific needs. The secure bonds children form with staff help children to be receptive to the support offered in their self-care routines. As a result, all children display great confidence and develop high levels of self-esteem.

The pre-school provides a superb environment, which effectively supports all areas of each children's learning and development. The outdoor play area is small but staff are

inventive and continuously look for ways to use it imaginatively. They create areas to grow and care for plants, such as runner beans and carrots in tubs, to promote children's understanding of where food comes from. Staff use highly successful strategies to help children feel included and valued in the decisions made in the pre-school. Children use a picture voting system to contribute to group decisions on what new equipment to purchase and what specific equipment they would like out throughout the sessions. Staff are resourceful and make their own play equipment to meet the needs of children. The 'hand gym' bag contains a range of small items for children to use to strengthen their small muscles and develop coordination, which is particularly effective for children with physical difficulties. Children use pincer movements to attach pegs and make a fist as they squeeze the soft ball.

Children behave extremely well. This is because practitioners skilfully guide children towards using effective skills in playing cooperatively and generally encourage them to follow helpful procedures. Children waiting to have a turn on the computer place their name card on the waiting list. They use a timer as they begin their turn and know that it is someone else's turn when their time runs out. However, on occasions, some children cannot find their name cards easily to put them on the waiting list and to self-register. This is because name cards are stored in a tray and staff do not lay them out to help the children find them. This means some children do not always fully benefit from this system.

Staff promote effective hygiene practices and healthy lifestyles at all times. Children enjoy healthy snacks and parents are encouraged to support the healthy lunchbox policy. Children with medical needs are supported extremely well. Children benefit enormously from the time they spend outdoors and from the high levels of physical activity available to them. Thorough risk assessments and training help all staff to minimise hazards effectively to help keep the premises extremely safe and secure. Children are very aware about keeping themselves safe as they play, for example, they wipe up spilt water so that they do not slip over. Staff prepare children extremely well for the move to school and for their future learning. This is because children learn exceptionally positive skills and attitudes to exploring and learning, building friendships and their self-care. Staff forge superb links with schools whose teachers visit to read with the children prior to attending the school.

The effectiveness of the leadership and management of the early years provision

Arrangements for safeguarding children's well-being are excellent. The management team has an extremely secure understanding of the safeguarding and welfare requirements. They work with the lead practitioner and staff to meet these to the highest standard at all times. All those involved respond promptly and effectively to any concerns that arise, working with outside agencies where necessary. This approach helps to ensure children are safe and protected at all times. All staff have an extremely secure knowledge of the child protection procedure to follow should they have a concern regarding a child. They begin child protection training as part of their induction and continue to increase their knowledge and skills through regular, ongoing training. The implementation of robust

procedures when recruiting staff and directors ensures the suitability of all adults involved in the pre-school.

'Aiming high' is the mantra of the pre-school. It has made many improvements since the last inspection in its pursuit of excellence. The effective use of staff appraisals targets their ongoing professional development. Many aspects of staff practice are used as examples of excellence by the local authority. They invite staff to share their skills with other providers. Management and staff use highly successful systems to evaluate all aspects of the pre-school. Parents and children are regularly invited to give their opinions of the pre-school and what it provides. Staff meet regularly to share ideas and evaluate the effectiveness of the activities they provide and the progress children make. The local authority advisors help highlight areas for development. This process results in continuous improvements to maintain and develop the excellent practice and environment children enjoy.

The entire staff team have an exceptional understanding of the learning and development requirements. They work tirelessly to continuously improve the delivery of them. Management monitors children's progress to check specific groups of children are moving forward. A recent audit of children's progress identified that boys were not reaching such high levels of achievement in writing as the girls. Staff reviewed the environment and the opportunities provided to develop early writing skills. As a result, they planned using specific activities that the boys showed an interest in, such as sweeping with a broom, which helps develop their large muscles. Squirting water pistols at targets helps to develop hand to eye coordination. 'Secret writing dens', created by a sheet over the climbing frame act as a magnet to the boys. As a result, boys now show extremely high levels of interest in mark making and records show their levels of achievement for writing have risen significantly.

Partnership with parents is highly successful. Staff are very welcoming and friendly when parents arrive with their children. They use this time to discuss children's changing needs. Parents and carers report their children are making strides in their development since starting in the pre-school. For example, they comment 'Speech has improved so much and they are much more confident now and play with the other children'. Parents greatly appreciate the high levels of support staff provide to help them access the specialised help they and their children sometimes need. The team around the child, which includes parents, staff, other settings and outside agencies involved in children's care and learning, work exceptionally well together to deliver a consistent approach. Staff meet with teachers to share information about children's specific needs, ensuring children will continue to be supported effectively when they go to school. This has a very strong effect on each child's excellent welfare and learning, including those with special educational needs and/or disabilities.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY454097
Local authority	Hampshire
Inspection number	899011
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	40
Number of children on roll	70
Name of provider	St Clare's Pre-School
Date of previous inspection	not applicable
Telephone number	02392479255

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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St Clares Pre-School

St Clare's Church Hall, Warren Park, Havant, Hampshire, PO9 4JX

Inspection date

19/03/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- Staff support children with special educational needs and/or disabilities effectively and very strong partnerships with outside agencies ensure they meet children's individual needs successfully.
- Partnerships with parents are exceptionally strong and staff share and actively encourage the two-way flow of information to ensure they meet individual children's needs.
- Exceptionally thorough and accurate self-evaluation drives improvement continually across all aspects of the setting.
- The pre-schools safeguarding procedures are robust and effective to promote the welfare of all children.
- Children's communication and language development is promoted extremely effectively ensuring they are actively engaged in their learning.
- All children benefit from an exceptionally enabling play and learning environment where they are encouraged to explore and investigate.
- Snack time is not always organised to minimise the possible interruption to some children's play and learning.

Information about this inspection

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- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spent time observing practice both inside and outside.
- The inspector spoke with the staff, children and a parent at appropriate times throughout the inspection.
- The inspector analysed samples of the children's learning journeys, planning documentation, and a selection of the group policies and procedures.

Inspector

Lisa Cupples

Full Report

Information about the setting

St Clare's Pre-school registered under its current registration in 2012. The pre-school is one of two provisions managed by the same board of directors. The setting operates from St. Clare's church hall in Havant, Hampshire. Children have access to the hall, adjacent toilets and an enclosed outside area.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting offers sessional care Monday to Friday from 8.30am to 11.30am, a lunch club from 11.30am to 12.30pm and an afternoon session until 3pm during school term time only. There are currently 54 children in the early years age group on roll. The nursery provides free early education for children aged two, three and four years. Staff support a number of children who have special educational needs and/or disabilities.

The pre-school employs a fully qualified and experienced supervisor to oversee the day-to-day running of the setting. In addition, there are 10 members of staff working directly with the children. Of these, nine members of staff hold relevant early years qualifications.

What the setting needs to do to improve further

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

- enhance the organisation of snack time to minimise the possible interruption to some children's play and learning.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

All children are making rapid progress in their learning in relation to their starting points on entry. The entire staff team have an exceptionally good understanding of the Early Years Foundation Stage framework and implement it successfully to promote children's learning and development across all areas. All staff spend time observing what the children can do. Staff use this information effectively to identify the children's individual next learning steps and plan an educational programme to reflect all children's needs. All staff are aware of the children's next steps. Consequently, everything the staff do and say with children has a purpose and a very clear learning intention. Children make excellent progress through a wide range of adult-led and child-initiated opportunities and through well-planned and incidental learning experiences.

Children are engaged in purposeful conversation as staff ask open-ended questions to extend the children's learning at every opportunity. Children are actively encouraged to problem solve and figure things out for themselves as they become active learners and begin to think critically. Staff effectively tailor the conversation and activities to reflect the children's individual needs very well. Children with special educational needs and/or disabilities are supported extremely well. Staff achieve this through very strong partnerships with parents and a broad range of professional agencies. For example, children's communication and language skills are developing exceptionally well because staff implement an early intervention programme successfully. The effective implementation of the programme has seen a rise in the children's communication skills.

Children use mathematical language during free play and focused activities. They count at every opportunity and enjoy activities sorting and weighing objects. Children recognise numerals around the environment to demonstrate their knowledge. For example, children use the numbers on the computer keyboard to identify how many items they need for their shopping lists. All children have many opportunities to express themselves creatively. They use the well-organised and equipped role play area to dress up and often negotiate roles and characters as they develop their own stories. This encourages the children to use their imaginations fully during their time at the setting. Children create their own artwork and are actively encouraged to write their names on their work. Older children form clear, recognisable letters and younger children are beginning to understand that text has meaning. Children handle books correctly and enjoy listening to stories as they staff bring the book characters to life using different voices to hold the children's interest.

All staff are highly skilled at extending the children's learning through planned activities and incidental learning opportunities. For example, children choose what colours they would like for their paintings and help staff to mix the paints. All children have access to everyday technology and use the computer keyboard with ease. They use telephones to 'speak to their parents' and ask about what shopping they need at the shops. Children are developing a very good understanding of the world around them through discussions and practical activities about other cultures and beliefs. Children use an extensive range of multicultural resources and see positive images of diversity around the pre-school. They celebrate festivals from around the world as they learn about similarities and differences.

Staff have developed very strong links with local schools to ensure the children's move to school goes smoothly. Children visit the local school to become familiar with the school staff and the building. Staff effectively promote the children's readiness for school, developing their self-care and listening skills successfully. As a result, children are gaining the skills and attitudes they need to be ready for school or their next stage of learning.

The contribution of the early years provision to the well-being of children

All children are extremely happy and settled during their time at the pre-school. Children form excellent relationships with the adults and other children. Staff spend time getting to know the children and their families exceptionally well. Parents share everything they know about their children on the registration forms and the 'all about me' booklets. This

enables staff to gain an understanding of children's age and stage of learning, their interests and learning styles before they attend. As a result, key people plan well-targeted activities and experiences for each child to promote their interests and ensure they enjoy their time at the setting.

Staff promote the children's personal, social and emotional development effectively and this results in children demonstrating high levels of self-confidence and self-esteem. The children confidently express themselves and openly share their thoughts and ideas with staff and other children. Staff provide a stimulating and nurturing learning environment for the children who respond well to the high expectations of staff. Children thrive in this vibrant setting because staff accurately challenge the children by setting difficult but achievable tasks. This demonstrates how well the staff know the individual children and support them effectively to reach their full potential. Staff manage children's behaviour excellently. Staff have high expectations and children know exactly what is expected of them because clear rules and boundaries are implemented consistently across the staff team. The children are actively involved in managing their own behaviour and often remind one another of the group rules.

All children learn about the importance of healthy eating and lifestyles through discussion, activities and daily routines. For example, children talk about the types of food that are good for them and what they can have sometimes as a treat. However, occasionally the snack routine means that children have to stop what they are doing and tidy away, which interrupts their play. Staff promote children's self-care skills effectively as they teach them to wash their hands independently at appropriate times, put their own coats and hats on and tidy away the resources behind them. Children use the toilet facilities independently to further promote their self-care skills. Staff supervise the children extremely well and ensure children's access to the toilets is monitored, minimising the number of children using the toilets at any one time. All children are able to use the outside play area at any time throughout the session. Here they enjoy a broad range of outdoor play and learning experiences. This enables children, who learn best outdoors to flourish and make significant progress. For example, staff often engage the children's interest inside and then extend the activities to outside to ensure all children can reach their full potential.

Staff follow precise procedures to record all accidents and any incidents that occur on the premises and obtain parental signatures to ensure all parents are fully informed. All children learn the importance of keeping themselves safe from an early age. Clear safety rules are in place and children understand them well. For example, older children often remind younger children they need to sit down when using the scissors. When the garden area was recently refurbished staff spoke to the builders about making a safe observation post for the children to watch as the garden changed. Children talk about the clear rules that were in place. For example, a four-year-old explains that 'when they fixed up the garden we couldn't go past the fence, we could just watch to keep us all safe, the men had lots of big tools and they are dangerous'. This means children develop an extremely good awareness of personal safety.

The effectiveness of the leadership and management of the early years

provision

Procedures for safeguarding are very good. All staff complete safeguarding training and they know how to implement the procedures to successfully promote the welfare of the children in their care. All children benefit from an extremely safe and secure play and learning environment. Staff carry out full written risk assessments covering resources, and all areas the children come into contact with, including all outings. Staff are vigilant and ensure the premises are safe and clean at all times. All visitors are required to show identification and sign in and out using the visitors' book. This ensures staff maintain an accurate record of everyone coming into contact with the children. The pre-school has all the contact details for the local safeguarding children's board and the procedures and contact details are displayed around the setting for staff, visitors and parent's information. Full written safeguarding policies and procedures are in place and reviewed regularly to ensure all information is accurate and in line with the latest guidelines. Rigorous and robust recruitment and vetting procedures ensure all adults on the premises are suitable and a full induction programme for new staff and students on placement ensure everyone is aware of their individual roles and responsibilities.

The pre-school evaluates all aspects of the provision accurately to identify strengths and any areas for development. All staff, parents and children are included in the evaluation process to ensure all views are used to drive improvement. Staff attend regular training to improve the provision. For example, the supervisor is already looking at ways to develop how they record information when completing the progress checks for children aged two years. The supervisor carries out regular appraisals to monitor the effectiveness of staff practice and encourage ongoing training to ensure all staff are up to date with current practice and guidelines. Staff feel valued and part of the team, taking responsibility for their individual roles, such as special educational needs coordinator, designated behaviour manager and health and safety. All staff effectively monitor any students on placement to develop and promote their skills and the pre-school has well-established links with the local colleges. The supervisor and the registered person are actively involved in the day-to-day running of the setting and they have very high expectations. The staff team work with an ongoing action plan with clearly defined targets and deadlines to drive improvement across the setting, demonstrating an excellent capacity to improve outcomes for children.

The high levels of partnership working with parents are evident in the entire pre-school. Exceptionally clear and open lines of communication ensure children's individual needs are met at all times. Parents have access to their children's progress records at any time and know exactly what the pre-school is working towards with them. This enables the parents to be fully involved in their children's learning and extend their learning at home. Parents are able to make written contributions about their children's learning and enjoy family events to strengthen the already strong relationships. Parents receive detailed information about the Early Years Foundation Stage framework to help them understand how their children learn and develop. Staff work hard with parents and outside agencies to ensure individual support packages are drawn up for children with special educational needs and/or disabilities. As a result, this means all children can reach their full potential.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
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Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
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Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
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Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
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Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.
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Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY454105
Local authority	Hampshire
Inspection number	905497
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	34
Number of children on roll	54
Name of provider	St Clare's Pre-School
Date of previous inspection	not applicable
Telephone number	02392451000

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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APPENDIX TWO

FLOOD PLAIN ASSESSMENT



Enter a postcode or place name:

Other topics for this area...

Flood Map for Planning (Rivers and Sea)

PO9 4JX



Flood Warning Areas

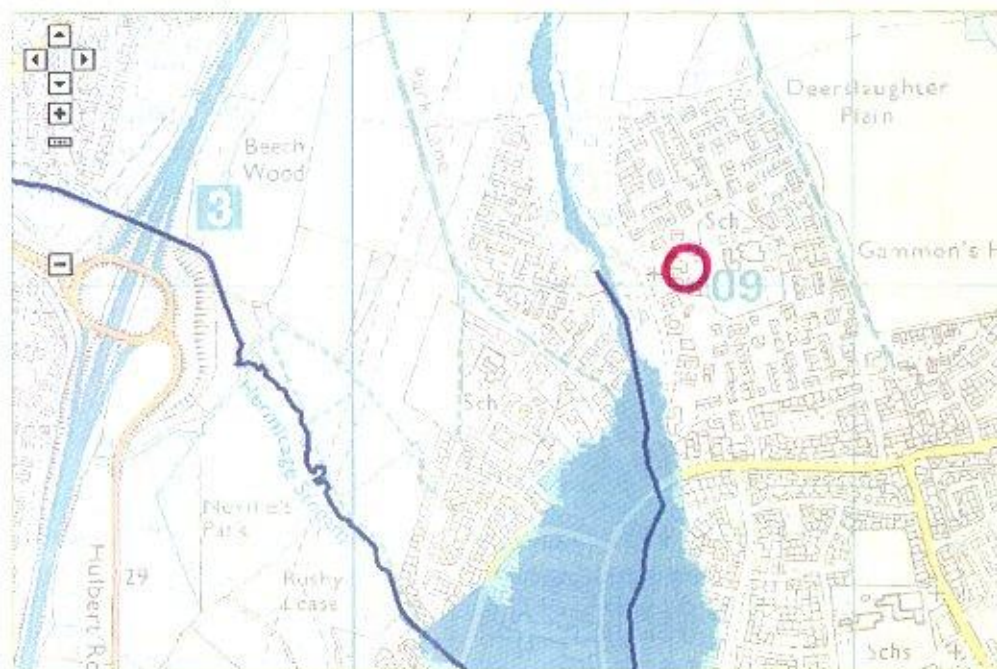


Map legend

PO9 4JX at scale 1:10,000

[Other maps](#)[Data search](#)[Text only version](#)

- ☒ Flood Map for Planning (Rivers and Sea)
- ☒ Flood Zone 3
- ☒ Flood Zone 2
- ☒ Flood defences (Not all may be shown*)
- ☒ Areas benefiting from flood defences (Not all may be shown*)
- ☒ Main River
- ☒ Main River
- ☒ Other national environmental organisations
- ☒ Natural Resources
- ☒ Wales Area of responsibility
- ☒ Scottish Environment Protection Agency
- ☒ Area of responsibility



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Information about Flood Map for Planning:

Go to the new [Flood Map for Planning service](#) for tailored information

Understanding the Flood Map for Planning (Rivers and Sea)

* **Legend Information:** Flood defences and the areas benefiting from them are gradually being added through updates. Please contact your [local environment agency office](#) for further details.

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Last updated: 23rd February 2017



Flood map for planning

BETA This is a new service – your [feedback \(/feedback\)](/feedback) will help us to improve it.

Flood probability

Your proposed development is in an area with a low probability of flooding

FLOOD ZONE 1

Land and property in flood zone 1 have a low probability of flooding

[More information about flood zones](#)

<http://planningguidance.communities.gov.uk/blog/guidance/flood-risk-and-coastal-change/flood-zone-and-flood-risk-tables/table-1-flood-zones>

Development location

Flood zone 3

Flood zone 2



Flood zone 1

1 You don't need to do a [flood risk assessment](#) (<https://www.gov.uk/guidance/flood-risk-assessment-for-planning-applications>) if your development is in flood zone 1 and:

- smaller than one hectare
- is not affected by sources of flooding other than rivers and the sea, for

Areas benefiting from flood defences

Flood defence

Main river

Flood storage area

example surface
water drains

100 m



2

If your development is
in flood zone 1 and:

- larger than one
hectare
- is affected by
sources of flooding
other than rivers
and the sea, for
example surface
water drains

you can learn more
about flood risk
assessment in flood
zone 1

(<https://www.gov.uk/guidance/flood-risk-assessment-in-flood-zone-1-and-critical-drainage-areas>)

3

You can also read more
about flood risk
assessments for
planning applications

(<https://www.gov.uk/guidance/flood-risk-assessment-for-planning-applications>)

Enter another location to view the probability of it flooding

Enter a postcode, place or NGR