

# Dinting Pre-School Ltd

Inspection report for early years provision

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**Unique reference number**

EY386252

**Inspection date**

19/05/2010

**Inspector**

Tara Street

**Setting address**

Dinting C of E Primary School, Dinting Vale, GLOSSOP,  
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**Telephone number**

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**Type of setting**

Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## **Description of the setting**

Dinting Pre-School Ltd is privately owned and managed and is an established setting which re-registered on new premises in 2008. It operates from the pre-school room within Dinting Primary School in Glossop, Derbyshire. The room is on the ground floor and the school is accessible via a ramp. Children have access to a secure enclosed outdoor play area. A maximum of 22 children aged three to five years may attend the setting at any one time. The setting is open Monday to Friday from 8.45am to 11.45am and from 12.45pm to 3.45pm term time only.

There are currently 47 children on roll who are within the Early Years Foundation Stage, all of whom are in receipt of funding for early education. The setting supports children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register.

There are four members of staff, including the owners, who work directly with the children. Of these, two hold Qualified Teacher Status and two others hold a Level two qualification in early years, of which one is currently working towards a Level three qualification. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are provided with high levels of care and make positive progress in their learning and development. Staff offer an inclusive and welcoming service, supporting all children to actively participate in activities which meet their individual interests and developmental needs. Children are confident, independent and clearly enjoy their time at the setting. The pre-school is led by motivated and experienced managers who embrace the process of self evaluation and demonstrate a very positive attitude towards continuous improvement.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- ensure regular evacuation drills are carried out and recorded
- develop the use of the outside play area to provide regular opportunities for children to independently investigate living things
- promote further the good health of children by providing a more varied choice of daily snack options.

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

Leadership and management of the setting is strong and positively impacts on the promotion of welfare and learning and development for the children who attend.

They are pro-active in ensuring staff recruitment procedures are implemented effectively, ensuring children are cared for by suitable, qualified adults. For example, appropriate checks are carried out and references obtained. Most of the relevant documentation is in place with clear policies and procedures covering all aspects of the provision. However, evacuation drills are not carried out and recorded on a regular basis. Children are well protected as there are clear safeguarding procedures and staff have a very good understanding of their responsibility in protecting children. Risk assessments are clear and detailed with confirmation of any action taken to minimise risks and hazards to children.

The setting demonstrates a very good understanding of where the areas for improvement are and is committed to changes that will benefit the children who attend. Targets set are honest and realistic and build on the good practice already established. Staff are involved in evaluating and reflecting on practice and given good opportunities to develop their knowledge and skills through training. Staff are very well deployed throughout the whole of the session. They show a good understanding of their roles and responsibilities and undertake tasks without direction. Careful attention is given to establishing the individual needs of each child and working with other agencies, where appropriate, to secure their inclusion. Displays and resources depict diversity in order to ensure children learn to value those that are different from themselves.

The environment is warm and welcoming to all children, parents and carers. Staff work closely with parents to ensure all children's individual needs are met including those children who speak English as an additional language. Detailed initial information about children's likes, dislikes and interests are requested before children start attending and updated on a regular basis with children's key workers. This gives staff a basis for planning activities that the children will enjoy. The setting offers clear and relevant information on what the children are doing, so that parents can become involved in children's learning if they wish. Good opportunities are provided so that parents are kept informed of children's progress, through parents meetings, individual feedback about observations and access to children's development records. The staff work collaboratively with the family, childminders, local schools and support services, to help children reach their full potential and ease important transitions in their young lives.

## **The quality and standards of the early years provision and outcomes for children**

All children are making good progress in their learning and development. Staff are highly effective in their interaction to support children's learning through discussion, explanation and questioning. As a result children show care and concern for each other and the environment and form good relationships with staff and other children. Planning systems are very clear and detailed to provide a varied range of play opportunities for children. Good consideration is given to children's interests as well as their stage of development. There is a good balance of adult led activities, as well as free play. All the areas of learning are covered frequently and meaningfully, linking to routines and activities that interest the children. Detailed and useful records of children's progress are used very well by

staff. As a result all children are given very good support.

The setting is very colourful, bright and inviting because children's individual creative art work is displayed for everyone to enjoy. Children are offered a wide range of toys and resources, including a good range of technology equipment to help them learn important skills for the future. A lot of the equipment is labelled with words, providing children with a print rich environment. Children use their imagination well, spending long periods of time in the role play area. They negotiate their role within the cafe and pretend to make cakes or write down orders from customers. Children's knowledge and understanding of the world around them is promoted through daily play resources and their involvement in a range of activities, which look at different celebrations and cultures from around the world. Children play well together, without adult involvement, which develops their social skills. For example, children eagerly play in the sand and water trays and share the various resources available. Children frequently count during games and activities and have good opportunities to recognise numbers and learn simple calculation through songs and rhymes. Children enjoy stories and listen avidly when they are read by staff, joining in with discussions about the characters. They are well supported to mark make and develop early writing skills.

Children's good health and wellbeing is effectively promoted. Children thoroughly enjoy outdoor play opportunities and show skill as they balance on the small gym equipment and negotiate obstacles when riding wheeled vehicles. However, opportunities for children to independently investigate and explore the features of objects and living things in the outdoor environment are not always maximised. Staff are aware of this and are working to develop this aspect of the outdoor curriculum. Children's awareness about healthy eating is promoted well through planned activities and discussion. However, although, the snack menu is healthy, children are not always provided with a varied choice of daily snack options to further promote their good health. All of the required information is captured regarding children's health and dietary needs. Children routinely learn about health and safety through activities and daily routines, for example, through reminders about using the large play apparatus sensibly.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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