

# Dormans Pre-school

Dormans, Gossops Green, CRAWLEY, West Sussex, RH11 8HZ

## Inspection date

Previous inspection date

07/01/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- There is a strong vision for the future of the pre-school. The manager and staff team are continually researching better systems for the smooth running of the pre-school.
- Staff have a good knowledge and understanding of the Early Years Foundation Stage. Staff recognise the importance of working with children's interests and developing individual planning.
- An effective key person system and good interactions between children and adults helps to ensure that all children settle well and build positive and trusting relationships.
- Children are highly involved in activities and have fun as they learn through play.

### It is not yet outstanding because

- The organisation of the book area does not fully inspire children's use and enjoyment of books.
- The organisation of resources does not fully promote children's ability to self-select and make independent choices as they play.

## 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities taking place in the hall and outdoor areas.
- The inspector viewed a sample of children's assessment records and planning documentation.  
The inspector discussed and sampled records and documentation relating to:
  - children's progress and development, safeguarding and welfare, staff suitability and the pre-school record relating to self-evaluation.
- Two parents were interviewed and their views taken into account.

## Inspector

Janet Thouless

## Full Report

### Information about the setting

Dormans Pre-School registered in 2012, although it has been an established group since 1966. It is a privately owned pre-school and is situated in Dormans Youth Arts Centre, Gossops, Crawley, West Sussex. Children have access to a large hall and a fully enclosed outdoor play area that is separate to the main hall. The pre-school is open Monday to Friday during term time from 9am until 12.00pm. The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 42

children on roll. The pre-school receives funding for the provision of free early education for two, three and four year olds. The pre-school supports children with special educational needs and/or disabilities and supports children who speak English as an additional language. The pre-school employs six members of staff. Of these, one holds qualified teacher status and three hold relevant early years qualifications at level 3. One member of staff is working towards a level 3 qualification and one is unqualified. The pre-school receives support from the local authority.

### **What the setting needs to do to improve further**

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

- create an attractive book area where children can enjoy looking at books independently and with adults.
- review the organisation of resources so children have greater access to the range of play materials and resources on offer.

### **Inspection judgements**

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

Staff have a good understanding of the Early Years Foundation Stage framework. They plan a challenging and exciting range of activities across the seven areas of learning based on children's individual interests. As a result, children make good progress in all areas of learning. Daily observations of children's activities are recorded and matched to the areas of learning. These are used to inform the weekly planning and activities which are tailored for individual children. An ongoing learning journey is created with observations, photographs and next steps for each child. These books are readily available for their parents to see and to discuss with the child's key person. Therefore, this supports parental involvement. In addition, good communication with parents helps the key person to establish children's starting points, interests and individual learning requirements. Staff are knowledgeable about the importance of the two-year progress check and how they intend to support children whose development is less than expected. Staff use a summary form for the two-year-old children and include parents in the discussion of children's strengths and any concerns.

Children receive individual attention from the caring and enthusiastic staff team who make learning fun and exciting. For example, children practice moving and handling scissors by cutting paper. They create shapes, marks and pictures using soap foam. Their interests

develop further when they discover they can make shapes of their own, such as hills and mountains to develop a winter scene. Staff use open ended questions to engage children's thought processes. For example, 'what does the foam smell like?'; 'how does it feel?' and 'how high can we build a mountain?' This encourages children to think critically and express individual views. Staff readily support children in putting their ideas into practice. Children are developing their understanding of language, literacy and writing. For example, they use a good selection of writing tools in the creative area. They self-register on arrival which helps them to identify letters in their name. They become very excited when they identify a letter in their name, enthusiastically sharing this with their friends. At circle time, they enjoy sharing home experiences with others. For example, children show their friends the shells they collected from the beach. Staff extend this experience by introducing books on seashells.

Children enjoy looking at a good selection of books and enjoy choosing their own books when the mobile library visits the pre-school. They confidently contribute to the story, predicting or discussing what is happening next. However, the organisation of the book area does not fully inspire children's use and enjoyment of books. Many children have developed good skills on the computer and enjoy spending time, choosing software programmes and following the instructions, which they do well. They can click on items using the mouse with good control and drag these items across to the correct location on the screen. This aids their development for skills for the future. Younger children enjoy playing together in the home corner. They use play foods, crockery, dolls and cots as they play. Children cook food and set the table for lunch, counting how many plates and cups are needed. They learn about colours as they match blue cups and plates together. This develops their understanding of numbers and colours as they act out real-life experiences that are familiar to them. Staff provide more challenging activities for the older age group by introducing activities where children measure shapes in the environment.

Children go on walks within the local area, which encourages them to learn about their community. Children also learn about different cultures through celebrating festivals and playing with resources that promote positive images of diversity. Parents are actively encouraged to support their children's learning. They report how useful the home contact books are in helping them to extend their child's learning at home. This provides a good two-way flow of information in regards to children's progress.

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

The effective key person system, together with the good level of adult attention and warm interaction, ensures that all children settle well. Anxious children are comforted by staff and soon settle to a chosen activity. Children form positive and trusting relationships with the kind and caring staff who take the time to get to know the children and their families extremely well. They have a thorough knowledge of children's individual likes, dislikes and care needs. This supports children personal, social and emotional development well.

The pre-school is well resourced and provides a welcoming environment for children and parents. Children happily explore, knowing that staff are close by. Staff provide good role

models and are deployed effectively to support the children's individual needs. Although resources are plentiful, they are not always organised to promote children's independence through self-selection. However, staff do provide a picture book of all resources so children can view and request items. The respect staff show children builds on their self-esteem and confidence. Consequently, children behave well and are helpful, kind and caring. They share the resources well with each other and are polite and respectful.

Children learn about the importance of healthy lifestyles through the provision of healthy snacks. They know to select their name at snack time to indicate they have eaten. Younger children enjoy pouring from small jugs, while older children prepare their own snacks, spread their own condiments and tidy away when finished. Staff plan many opportunities for physical exercise and to ensure children receive plenty of fresh air. Children know how to dress appropriately when they go out and all children attempt to get themselves ready by selecting their coats and lining up by the door. This helps children learn to work together as a group in readiness for their transition to school.

Staff are good role models to children and prioritise the safety of the environment each day by completing safety checks and making sure that the equipment is safely set out, particularly in outdoor play where facilities are shared. The risk assessments, monitoring of visitors and good security of the premises ensures that risks to children are effectively minimised. Staff explain to children how to keep themselves safe when playing outside and children listen well to what is said.

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

The management team have a clear and secure understanding of their responsibilities in meeting the safeguarding and welfare requirements and learning and development requirements. The manager and her staff team have worked hard in settling the children into new routines. There are good ongoing developing processes in place to monitor how the children are progressing in all areas of learning. This helps to identify those children who need additional help from other professionals, in order to close gaps in their achievement. The pre-school demonstrates good capacity to drive improvement. They use self-evaluation to identify and develop strategies to aid improvement and work in partnership with the local authority to develop their practice.

There are good procedures in place for recruiting and vetting suitable staff. Management has identified a number of priorities for improvement through the use of appraisals, one to one sessions and team meetings. Professional development is promoted and staff attend training courses on child protection, health and safety and inclusion. This results in staff improving their knowledge to inform practice. Staff are currently working on developing observations to challenge children further, which will have a positive impact on their learning. Staff have good knowledge of the setting's policies which helps to ensure the smooth running of the pre-school.

Partnerships with parents, external agencies and schools are established. The manager

attends transition meetings and invites reception teachers into the pre-school to meet with each child's key person to discuss their learning journeys, prior to moving on to school. Parents spoken to provide positive feedback regarding the pre-school. They feel happy with how well their children settle, the good progress they make and how warm and welcoming the staff are. Parents feel that they are kept well informed and staff are friendly and approachable. They particularly like the informative newsletter and feel this helps them to be involved in events that take place at the pre-school.

### The Childcare Register

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

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
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. 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

<b>Unique reference number</b>	EY448016
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	803920
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	42
<b>Name of provider</b>	Dormans Pre-School
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01293 514754

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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 that are usually their 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.



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