

# Dunston Pre- School Playgroup

Dunston Village Hall, School Lane, DUNSTON, Staffordshire, ST18 9AG

<b>Inspection date</b>	14/03/2014
Previous inspection date	11/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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

- The quality of teaching is good and staff make learning fun. Through incorporating children's interests into activities staff make learning relevant to them and address the next steps in their learning effectively. Activities are well planned and provide challenge to children, which helps them to make good progress.
- Children have many opportunities to develop their independence, particularly at snack times. This means they become confident in their own abilities and develop their social skills.
- Partnerships with parents are strong, they are well informed about their children's progress and make a positive contribution to assessments, which informs the planning of activities to help children's development.
- Staff demonstrate a good understanding of the safeguarding procedures and their responsibilities to keep children safe from harm. As a result, children feel safe and secure in their learning environment and their care and welfare needs are assured.

### It is not yet outstanding because

- Children do not consistently have opportunities to develop their critical thinking skills because staff do not always use questions to challenge children's thinking.
- There is scope for the pre-school to enhance the outdoor area, so that children have more opportunities for digging, growing and exploring the natural environment.

## **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.

## **Inspection activities**

- The inspector observed staff engaging with children in a range of daily care routines, indoor and outdoor learning activities.
- The inspector spoke with the manager, nominated person, key persons and children at appropriate times throughout the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's improvement plan.
- The inspector looked at children's assessment records and planning documentation, a selection of policies and children's records.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

## **Inspector**

Paula Kerrigan

## Full report

### Information about the setting

Dunston Pre-School Playgroup was registered in 1976 and is managed by a voluntary committee. The pre-school is registered on the Early Years Register and is situated in the Dunston Village area of Staffordshire, mainly serving the local community. It operates from one main room within Dunston Community Centre and there is an enclosed area available for outdoor play.

The pre-school employs four members of childcare staff. Of these, two members of staff hold a qualification at level 3, one member of staff holds a qualification at level 2 and one member of staff is working towards a qualification at level 2. The pre-school opens Monday to Friday, term time only. Sessions are from 9am until 12pm Monday to Friday and 12pm until 3pm on Mondays and Thursdays. Children attend for a variety of sessions. There are currently 20 children attending who are within the early years age group.

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

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

- enhance children's language further through the consistent use of challenging questions and provide children with time to talk and think
- develop the outdoor area further by creating opportunities for children to dig, grow and explore the natural environment.

## Inspection judgements

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

Children enjoy their time at the pre-school and make good progress in all areas of learning because staff have high expectations of what they can achieve. The quality of teaching is good and fun activities are adapted depending on what the children's next steps in learning are, making them individualised for each child. For example, while some children help to build a 'den' for story time using their problem-solving skills, other children choose to build a 'car wash' for their trucks and tractors or dress their dolls as princesses. This has a positive impact on their confidence and self-motivation to achieve new skills through their own interests. As a result, children show high levels of involvement and focus on activities for extended periods of time. These skills are very beneficial as they develop in readiness for the next stage in their learning, such as school.

Staff follow children's interests in colours and shapes to support their mathematical development. For example, staff encourage children to name the shape and count out the

number on the shape that they choose to stand on in line for snack and then count out the right number of plates and cups. Children also develop their independence skills as they wash up their cups and plates after snack. A range of craft activities provide children with lots of opportunities to express themselves and develop their physical abilities to confidently handle tools, for example, pencils and scissors. Children talk confidently with staff and their friends and their language is extended through staff introducing new vocabulary within all activities. During group time children are all given the opportunity to speak and take part. As a result, children's language skills are promoted along with their self-esteem and confidence. However, staff do not consistently use questions, such as 'how?' and 'why?', to challenge children to further develop their language for thinking. Children have opportunities to develop their physical skills through using wheeled toys, completing obstacle courses, balancing on beams and throwing bean bags and balls. They also enjoy going for walks to the nearby field where they can play with larger equipment, including a large parachute, and where they can investigate nature and their surroundings. However, routine opportunities for children to dig, plant and explore the natural environment are not fully explored.

The pre-school's documentation provides a good record of children's learning. Staff undertake short observations of children's play and analyse these to identify ways in which their teaching can move children's learning on to the next stage. More detailed records of children's progress, for example, the progress check at age two, ensures parents and other professionals have a good understanding of children's abilities. Staff gather information from parents about their children's abilities, likes, dislikes and family structures at the start of the placement and periodically review this throughout their time at the pre-school, through the use of a 'wow form' to share children's achievements. Staff use children's initial starting points and accurate assessments to plan effectively for each individual child. As a result, children are supported in making good progress in all areas of learning. Staff also give parents suggestions about how they can support their child's learning. For example, a book of activities that parents can do at home to reinforce children's learning and activity mornings every term so parents can come and join in with activities.

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

Children feel secure in the care of the staff at the pre-school. A well-established key person system is in place which helps children to form secure attachments and promotes their well-being and independence. Key persons build strong relationships with the children and their parents getting to know them very well. They are aware that the strong bond they have with the children allows them to feel confident in unfamiliar situations which supports their ability to join in with activities. This provides opportunities for children to develop their social skills. Children have settling-in visits, which can be extended to meet their needs, to ensure a smooth transition from home to the pre-school. Effective settling-in procedures also enable parents to complete a starter form about their children in order that staff have a good understanding of children's individual needs.

The pre-school provides snacks and meals which are freshly prepared and include a range of fruits and vegetables. The children are therefore well supported to start to think about

the importance of having a healthy diet and making good food choices. Meal times are sociable occasions where children enjoy sitting with each other to enjoy their food. Staff encourage children to follow good hygiene practices and develop their self-care skills, washing their hands after toileting and before snacks. They have regular access to the outdoor area where they benefit from fresh air and exercise. As a result, children are well supported to develop an understanding of the importance of exercise as part of a healthy lifestyle. Children are encouraged to become more independent with regard to their self-care skills, such as using the toilet or selecting their snack and in addition the school canteen is used by children two days a week which supports them in preparing for the transition to school.

A stimulating and welcoming environment is provided and everyone is warmly welcomed into the pre-school. Children enjoy group discussions which promote their personal, social and emotional development. A wide range of activities are available for the children to access independently and staff allow them freedom to try new things and support them when needed. As a result, children are able to explore their own ideas and creativity, knowing that staff are nearby if needed. Staff manage the children's behaviour in a very positive way, praising the children, using distraction techniques effectively and keeping them well occupied. They plan activities which support children to learn to share and take turns. This allows young children to develop an understanding of other people's feelings and what is acceptable behaviour. Children are starting to understand about safety issues and the importance of keeping themselves safe, for example, discussing what could happen if they stand on a bike.

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

Children are safeguarded well because the staff have a clear understanding about the importance of their role in protecting children. This includes the importance of keeping clear records of any concerns they may have and quickly accessing help and advice should that become necessary. They undertake effective risk assessments for the setting and any outings and are aware of the supervision requirements of younger children, both when inside and on trips off site. The building and garden are secure and this helps to ensure children are protected from harm. Staff attend safeguarding training and first aid training to enhance their understanding of what to do should they have concerns about the welfare of any child in their care and how to deal with any emergency situation. Staff meetings are used as a platform to monitor staffs' continued knowledge in these subjects to ensure that all staffs' knowledge and understanding of procedures is up to date.

Staff practice is monitored effectively through supervision meetings and appraisals, where training needs are also discussed and action plans implemented. The manager is well organised and has ensured that the pre-school is complying with all requirements of the Statutory framework for the Early Years Foundation Stage. Staff continually reflect on their provision and have completed a development plan, obtaining information from parents about their views of the service through distributing a questionnaire. As a result, staff are continually looking for ways to enhance their practice further and maximise the learning opportunities available for children. The manager demonstrates a strong commitment to

developing her own skills and takes the initiative in sourcing relevant training for herself and her staff team. This has a positive effect on the manager's knowledge and the service she provides for children and their families.

The manager is proactive in building good partnerships with parents who are kept fully informed about all aspects of the pre-school. This is done through discussions at arrival and collection times and information being shared via newsletters and on the noticeboard in the pre-school reception area. Parents are encouraged to provide information about their child which helps the staff ensure continuity in the children's care between the home and the pre-school. Written policies are shared with all parents, which gives them a further insight into how their child's care is organised. The manager is aware of the benefits of working with other providers where children attend to inform the planning of appropriate activities. She also understands the importance of forming links with other professionals to ensure a coordinated service for any children she cares for in the future with special educational needs and/or disabilities. This ensures that no child is disadvantaged and all children have their needs met appropriately.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	218135
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	864185
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	20
<b>Name of provider</b>	Dunston Pre-School Playgroup Committee
<b>Date of previous inspection</b>	11/06/2009
<b>Telephone number</b>	07870 467360

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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.

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Piccadilly Gate  
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