

# Digby Village Preschool

Digby C of E School, Church Street, Digby, LINCOLN, LN4 3LZ

<b>Inspection date</b>	09/05/2014
Previous inspection date	18/01/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- Leaders have well designed monitoring procedures in place that demonstrate a strong capacity to make relevant improvements.
- The experienced manager supports children's all round development ensuring children have access to purposeful activities that interest them.
- Children's emotional well-being is given high priority, particularly when the time comes to move on to school. Therefore, children are well prepared for the next stage of their educational journey.
- Information provided to parents encourages them to play an active part in their child's learning. This effective partnership working enhances learning for each child.

### It is not yet good because

- Teaching is varied, particularly during focused activities, with often little communication between adult and child to promote quality learning.
- Some key persons are yet to form strong attachments with their children, resulting in some children searching out other adults that they feel secure with.
- Some staff do not give children opportunities to try things for themselves, therefore, resulting in too few opportunities for children to express their own thinking and ideas.
- Routines for snack time have greater scope for enhancing children's knowledge about making healthy choices.

## 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 viewed all areas used by the children, inside and outdoors.
- The inspector observed teaching and learning activities and spoke to staff and children at appropriate times during the inspection.  
  
The inspector met with the manager and looked at children's development records, including documents relating to the progress check at age two, evidence of the suitability and qualifications of staff working in the nursery and a range of other policies and procedures.
- The inspector conducted a joint observation with the manager.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

## Inspector

Vicky Pitts

## Full report

### Information about the setting

Digby Village Preschool has been operating for many years and re-opened in 2006 when it moved premises to Digby Church of England Primary School, Digby, Lincolnshire. It is run by a volunteer committee and uses a classroom in the school and also its outdoor play areas. The pre-school is open daily during school term time from 9am until 12 noon and in the summer term from 12.30pm to 3pm for two days a week. The pre-school serves the immediate locality and also the surrounding rural area. There are currently 28 children in the early years age range. The pre-school provides funding for the provision of free early education for three- and four-year-old children. The pre-school supports children with special educational needs and/or disabilities and children for whom English is an additional language. There are currently three staff working directly with the children, all of whom have an appropriate early years qualification. The manager holds an early years foundation degree. The nursery receives support from the local authority. The pre-school is registered on the Early Years Register.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure key persons are quickly integrated into the life of the setting to help children form strong, positive relationships with them
- implement arrangements to provide new staff with effective support and mentoring to ensure that all children benefit from consistently high-quality teaching.

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

- allow children opportunities to try things for themselves, therefore maximising children's independence and encourage them to become critical thinkers
- build on opportunities provided at snack times to help children to learn about the importance of making healthy choices.

## Inspection judgements

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

Experienced staff have a good knowledge of the teaching and learning requirements of the Early Years Foundation Stage. Where these staff directly support play the children

learn from clear modelling and staff use the interests of the children to further facilitate learning. For example, children are engrossed in how to tie string harnesses onto toy horses. Staff skilfully remind children of the previous day's learning and engage them in lively conversation using a range of mathematical vocabulary. The modelled teaching is then continued by the children as they play independently, therefore allowing them to demonstrate how the staff member impacts on their learning with immediate effect. However, these opportunities to learn are limited because less experienced staff are not supported to learn from their more experienced colleagues. This results in inconsistencies in the quality of teaching. For example, in activities where teaching requires improvement, staff do not always engage children in sustained conversations or make effective use of open questions. As a result, children do not make the best possible progress. Children are provided with a suitably broad range of toys, activities and equipment that are mostly freely available to the children. At times, children's independence is restricted, as they have to ask for equipment that is stored elsewhere. The outdoor space has stimulating areas including a mud kitchen and sensory garden that encourage children to show curiosity and develop their learning about the world around them. Learning is enriched by staff noticing what immediately interests the children. For example, during a heavy rain shower, learning about the natural world is extended with the introduction of outdoor rain capes, allowing the children to explore rain drops on waterproof material. Consequently, the children ask many questions and learning new vocabulary demonstrating sound progress in their communication and language development.

Staff support children generally well in other areas of learning resulting in children performing at the expected stage of development on entry into school. Children's personal, social and emotional development is supported through well thought through links with the adjoining school. Children share a physical play session on the outside playground, meeting school staff and making new friends with the children already in the school. As a result, children are already familiar with staff and children when they start school in September, therefore, helping to provide a smooth start to their school life. Good listening and attention skills and early reading skills are enhanced by staff skilfully sharing stories. They make good use of intonation in their voices and children excitedly join in with well-loved phrases. This means that children listen well and become deeply involved in stories. This helps children to develop the lifelong skill of reading for pleasure. However, there is inconsistency between staff and how well they support children to gain all of the skills they need for school and their future learning. For example, in a birthday cake icing activity, children sit for a considerable period of time without taking an active part, or being involved in conversation. Staff ice the buns for them, shake sprinkles on and write children's names on the label for them. As a result, opportunities for age-appropriate physical development, writing and negotiation skills are not fully exploited and children do not learn sufficiently to problem solve and think for themselves.

The pre-school actively engages parents in sharing information about children's interests and learning. Leaders are fully committed to constantly strive to find ways to further enhance links between parents and the pre-school. Good quality monthly newsletters, daily learning notice boards and pictorial monthly diary show parents what learning looks like and how they can identify this at home. The key person system means that parents share relevant information about the learning that takes place at home, and this is then used appropriately to plan for each child's individual needs and interests.

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

Experienced and established staff know children and their families very well. This is reflected in the strong partnerships that develop between them. The manager knows each parent by their first name and actively promotes building relationships with parents. As a result, parents are keen to support the pre-school and a high proportion of parents are recruited into joining the committee. Children separate from their parents and carers with ease and are welcomed into the friendly environment where they are happy and enjoy what they are doing. Immediately, children are able to help themselves to a range of resources within the room that support the seven areas of learning. Staff are mainly alert to diffusing potentially challenging situations during this time. For example, when children start to be boisterous with the computer keyboard, appropriate guidance is given. As a result, children respond positively to the guidance they are given. Staff are mostly enthusiastic and children seek out those adults that are familiar to them. Therefore, children's emotional well-being is generally supported suitably throughout the day.

A key person system is in place. However, very recent changes mean that there are a number of new staff. Current arrangements mean that the new staff and children are not quick to get to know each other and children seek out longer term staff for reassurance and support when needed. This means that the key person system is not as effective as it might otherwise be because new staff are not well placed to support their key children's learning and development.

Children free-flow between the indoor and outdoor environments throughout the morning. Children have extended lengths of time to follow their interests. This is managed particularly well when children play and learn outside. An attractive range of resources stimulate the children to confidently explore. A challenge area, mud kitchen and sensory garden give a broad range of experiences that are open ended and allow children to learn while outside in the fresh air. All weather play is encouraged and appropriate resources are available to ensure this can happen. Regular outdoor play and exercise in the fresh air help children to appreciate the importance of adopting a healthy lifestyle. However, snack time is not used effectively so children do not consistently learn about good food choices. Children learn to keep themselves safe as experienced staff members model good practice. For example, they check that the garden area and equipment are safe before children use them.

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

Leaders have a clear understanding of their responsibility to undertake safer recruitment procedures. The manager and committee are proactive in seeking additional help to ensure that safe recruitment is given high priority. Appropriate checks are carried out, qualifications checked and procedures are in place for staff waiting for their Disclosure and Barring Service checks so they are not left unattended with children. The manager has a sound understanding of her responsibility in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Policies and procedures are regularly

updated with all staff and committee members and are shared with parents. There is a monthly policy displayed for parents to view. Safeguarding training is updated for all staff so they know how to identify when a child might be at risk, and what to do if they do have such concerns. Staff new to the setting are given an induction which provides them opportunities to become familiar with the pre-school's policies and procedures.

The manager has a generally good understanding of her role in monitoring the delivery of the educational programmes. She demonstrates a strong drive to improve the nursery and identifies, through consultation with staff, the committee and children, areas for improvement. The manager, through regular supervision and close monitoring of performance has a good awareness of the strengths and weaknesses of each member of the team. Underperformance is effectively challenged and the manager sets clear targets for improvement. Improvement plans are just as effectively monitored by all leaders. The active committee personally monitor each area of the improvement plan providing comprehensive reports on the progress being made towards improvements. While improvement plans identify accurately some of the things the setting needs to do, there is insufficient focus on how teaching and learning will be improved. Through regular monitoring of learning journals, the progress of all children is reviewed every six weeks. This means that monitoring is effective, regular and directly impacts on the progress children are making. The programme for personal development means that staff improve their knowledge and skills over time, in order to improve outcomes for children. For example, training in developing mathematical talk has resulted in children using a wider range of mathematical vocabulary in their everyday play. However, arrangements for new staff members are not sufficiently robust to ensure that they learn to emulate the good practice modelled by more experienced staff members.

Partnerships with other settings enhance learning and emotional security for children. For example, photographs are taken of another setting's bear throughout the morning. Discussion is excitable with the appearance of the bear and opportunities to take photographs. This means that the setting recognises and celebrates interests and other influences in a child's life that help to give an all-round view of the individual children. Good partnerships with other childcare providers support consistency in children's behaviour. As a result, children and parents are supported and solutions are found for the best interests of children with everyone working together. Partnerships with external agencies and services are well established and make a strong contribution to meeting children's needs. Information received from services, such as the speech and language therapists, is well used. This ensures children get the help and support they need to address their individual needs and circumstances.

## 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>	EY339775
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	878208
<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>	20
<b>Number of children on roll</b>	28
<b>Name of provider</b>	Digby Village Preschool Committee
<b>Date of previous inspection</b>	18/01/2010
<b>Telephone number</b>	01526 320 630

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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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