

Dane Ghyll Pre-School

Hawcoat Community Centre, Skelwith Drive, Barrow In Furness, Cumbria, LA14 4SA

Inspection date

Previous inspection date

15/09/2014

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

- Children are happy and settled in this welcoming and supportive setting because the staff are sensitive, caring and kind. They fully support children as they begin at the setting and as they move on to school.
- The staff are well-qualified and have a good understanding of how children learn and they provide effective teaching. A broad range of interesting and challenging activities ensure that children sustain interest and make good progress in their learning and development.
- The whole staff team work together very well. They are highly invested in, and eagerly attend, further training to extend their already good knowledge and skills.
- Partnerships with parents are very good. The staff use a wide range of effective strategies to fully engage them with their children's learning at every level.
- Children are fully safeguarded because the staff regard their safety and well-being as a high priority and good systems are in place to keep them safe.

It is not yet outstanding because

- There are fewer words and phrases displayed in all children's home languages, to further complement the already language rich environments for children who speak English as an additional language.
- There are opportunities to enhance the play environments with a wider range of photographs of the children for them to observe and talk about with their peers.

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 took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector had a tour of the setting.
- The inspector observed children in the main hall.
- A range of documentation was looked at by the inspector. This included the policies and procedures, risk assessment records, children's learning files, planning and assessment documents, suitability checks and a record of staff's training.
- The inspector and the manager of the setting conducted a joint observation during the inspection.

Inspector

Charlotte Bowe

Full report

Information about the setting

Dane Ghyll Pre-School was established in 1982 was re-registered in 2014 on the Early Years Register. It is situated in Barrow-in-Furness, Cumbria, and is managed by a committee. The pre-school serves the local area and is accessible to all children. It operates from within Hawcoat community centre and the setting has access to the main hall, toilet facilities and a kitchen. There is a secure outdoor area for children to access. The setting employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday during term time only. Sessions are from 9am until 12noon. Children attend for a variety of sessions. There are currently 25 children attending who are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language. The setting is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- complement the already language rich environments to further support children with English as an additional language by, for example, displaying a wider range of words in their home languages for them to observe
- enhance the play environments with a wider range of photographs of the children for them to observe and confidently talk about with their peers.

Inspection judgements

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

Children make good progress in their learning, given their starting points. The staff seek detailed information from the parents in the All about me booklets to identify what children have already learned and can do. They complement this information as they complete an effective baseline assessment once the children have been at the setting for a short while. This ensures that their unique starting points are clearly identified. Observations of children while they play accurately capture their achievements and are clearly linked to the Early Years Foundation Stage. These observations enable staff to gain an in-depth picture of what children like to do during their time at the setting. In addition, these are used more regularly to identify and support children where there are concerns or gaps in their learning. The staff use the information from their observations to plan activities that children are interested in to further support them in extending their knowledge and skills. Progress checks are completed for all children every term. These accurately record the progress that they are making towards the early learning goals and

clearly highlight the next steps in their learning. The information from these is collated onto a summative sheet by each key person for their own group of children. This ensures that they have a good understanding of where children are in their learning and swiftly identifies any gaps. Individual key person planning sheets detail the next steps for all children. These are well-supported through a broad range of planned activities, purposeful enhancements to the play environments and through staff's effective interactions with children as they play. As a result, children are ready for their next stages in learning and for their eventual move on to school.

The staff are experienced and well-qualified. They have a good understanding of how to promote children's learning and development. Therefore, the quality of teaching is good. The staff have high expectations of the children and plan a wide range of activities that are interesting and challenging. As a result, children sustain interest because they are motivated to learn. Children's personal, social and emotional development is fostered well. The staff support children in becoming confident in their learning through encouraging them to be the helper of the day. Children eagerly take a leading role and actively choose the resources for the day and help to set the table for snacks, as they count the number of plates and help to serve the snack. The staff communicate with the children extremely well. They use meaningful conversation to engage with them as they play and show interest as they listen carefully, allowing plenty of time for children to respond. They encourage them to repeat new words to develop their breadth of vocabulary and ask a good range of open ended questions so that children begin to think creatively for themselves. As a result, children become good communicators. Children with English as an additional language are well supported because the staff implement effective teaching strategies to support them in making good progress in their communication and language development. For example, the staff work together with the family upon arrival to the setting and ask them for words in their home language to use within the setting to support the children. They are proactive in seeking additional resources and books to support children's home languages. In addition, the resource boxes are clearly labelled with pictures and the toy resource books support children in communicating their interests. However, although there are some key words and phrases to support all children's home languages in the entrance area, there are opportunities to further enhance this to complement the already language rich environments. Children develop good listening skills because the staff encourage them to sit quietly on the carpet for circle time. They eagerly listen to stories that are enthusiastically read by the staff. This is further supported as children take part in their letters and sounds activity. The children listen carefully to the sounds on the compact disc player and enjoy taking turns at trying to guess what they are. Children develop their early reading skills because there are a wide range of books for them to access in the private and cosy reading area. Their love for books is further enhanced as the staff encourage them to take a library book home from the setting each week to share with their families. As a result, children are provided with depth and breadth in their learning and development across all areas.

Partnerships with parents are very good. The staff use a wide range of effective strategies to engage parents at every level. Progress checks are shared with parents each term and the staff actively encourage them to contribute their thoughts. Parents meetings are arranged at the same time so that the staff can share information about their children's learning in more detail. In addition, the staff send a home progress sheet for parents to

record their children's achievements from home. They use this effectively within the setting to further complement their learning, as they plan activities and make enhancements to their areas of play to support their ongoing progress and learning. Children's learning files are attractively presented and contain a good range of photographs, observation and assessment records. These are sent home each term and provide the parents with an opportunity to look at them with their children. Parents are readily informed of the theme for the week because the staff display this in the entrance so that they can further support their children's learning at home. Furthermore, the theme for the following week is also displayed and parents are encouraged to bring in photographs and special items from home linked to the theme for the children to share at circle time. As a result, children benefit from continuity in their learning and a shared approach is fully embedded.

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

Children are very happy in this welcoming and supportive setting because the staff are sensitive, caring and kind. A robust induction procedure is in place and supports children to settle when they are ready. For example, the staff encourage parents to stay with their children to begin with, so that they become familiar with their key person and their new surroundings. As a result, children are fully assured as parents leave. An effective key person system is implemented that is tailored around their individual needs and preferences. For example, the staff observe the children as they begin at the setting to identify the staff who they have formed a special connection with before assigning them a key person. This ensures that secure emotional attachments are formed. Key persons know their children well because they seek detailed information from the parents in the All about me booklets as they begin at the setting. This ensures that the staff have a detailed knowledge of their individual needs and care routines. Therefore, they respond to their needs well. The staff are proactive in supporting children as they return from their summer break and ensure that there are many opportunities for them to initiate their own play. They further support this as they encourage the children to engage in the all about me theme. Children eagerly paint pictures of themselves and confidently talk to their peers about the photographs that they have brought in from home. This ensures that children settle back in quickly and develop their self-esteem and self-confidence. As a result, children's emotional well-being is effectively supported in an inclusive environment where staff highly value them as individuals. The staff are good role-models for the children and teach them to respect and care for each other. For example, older children actively support younger children who are new to the setting. They eagerly take them a toy to play with and stroke their face gently. When children become a little unsettled as other children play too closely, the staff sensitively explain that they just need a little bit of space to get used to playing around others. They further support children's awareness of feelings and emotions, as they ask children to reflect on their own experiences. As a result, children respect one another and display positive behaviour.

The play environments are spacious, appealing and rich in print. They are creatively decorated with a wide array of children's work, posters and displays. However, there are opportunities to enhance these even further by displaying a wider range of photographs of

the children, so that they can observe and confidently talk about these with their peers. The staff work very hard to ensure that the areas of play are set up each day for the children to engage with. These are well-resourced with a good range of toys and equipment that are safely organised. Children are independent in their learning because the staff encourage them to do many things for themselves. For example, as children arrive in the morning, they select their name card and self-register as they confidently hang this on their peg, along with their bags and coats. Children help themselves to snacks when they are ready. Furthermore, they independently butter their own toast and pour their own milk or water. Children choose where to play and are confident in approaching the staff to ask for additional resources to support and extend their play because they are friendly and kind. Children develop their self-care skills, as they independently dress up as a princess. They express their discomfort when their jumper is ruffled underneath and confidently seek support from the staff that are always on hand to help. As a result, children gain the emotional and confidence skills needed for when they move on to school. The staff have good links with the neighbouring school and support children extremely well as they move on. For example, the staff invite the reception teacher to visit the setting a number of times before children start school so that they can observe them in an environment that is familiar to them. This ensures that children begin to develop good relationships with new adults in a setting where they are confident and feel assured. In addition, the setting work closely with the school and when the reception children are out for the day, the staff take the children into the classroom to play and they have their lunch in the school hall. This fully supports them in learning about the school routine. As a result, children are well-prepared for their move and benefit from smooth transitions.

Healthy eating is promoted well within the setting because the staff provide children with healthy and nutritious snacks. They have regular access to fresh air, as they access their outdoor play area or the neighbouring park. Children have fun as they play in the tepee and as they ride around on wheeled toys. As a result, they develop healthy lifestyles. The staff show a high priority for the safety of the children in their care and teach them how to keep themselves safe. For example, they practice the evacuation procedure each term so that children become familiar with the routine. Children know that when the whistle blows, they need to exit the building. They readily recognise when children are a bit unsure and practice this each week until they are satisfied that the children have developed a good awareness of what to do in the event of a fire. As a result, children are kept safe. The staff use effective techniques to teach the children to begin to manage risks for themselves. For example, scissors are readily available for children to access from the craft shelf and the staff sensitively remind them to be careful when cutting. They eagerly climb up the climbing frame at the local park and know to hold on to prevent a fall. This ensures that children develop a good awareness of safety and develop knowledge of the benefits of physical exercise.

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

The manager has a good understanding of her roles and responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. The whole staff team have attended safeguarding training and have a good understanding of what would alert them to a concern about a child in their care. They are confident in the procedures they need to follow to protect children from harm and keep an accurate record of any concerns on their safeguarding log. The staff show a high regard for the safety of the children in their care and have good systems in place to keep them safe. The policies and procedures of the setting are well-written and are accurately reflected in practice by all staff and students. This is because they read these thoroughly as part of their induction process. Children are supervised well as they play because the staff deploy themselves well around the main hall and as they access their outdoor environment. All visitors to the setting are thoroughly vetted to ensure that children are kept safe from intruders. For example, identification badges are stringently checked as visitors arrive and their reasons for the visit are sought before they are granted access. Furthermore, the external doors are kept locked and the doors to the main hall are secured using thumb turn locks. This ensures that children are fully supervised at all times. Risk assessments are fully in place for the setting and effectively minimise any potential hazards to the children. Daily checks of the environment and resources ensure that children are welcomed into a safe setting. All staff have attained a paediatric first-aid qualification. Therefore, they have a good understanding of the procedure to follow in an emergency. In addition, they confidently respond to any accidents that children may have within the setting and effectively administer first aid treatment. Effective systems are in place for the recruitment of staff. Suitable candidates are invited in for interview and the manager asks them a wide range of specific questions to determine whether they are experienced and suitable for the role. References are sought from previous employers and suitability checks are swiftly carried out for all staff, students and committee members before they begin their role. This ensures that children are safe and secure with trusted adults who are experienced and skilled. As a result, children are fully safeguarded with a team of staff who are committed to keeping them safe in every aspect.

The staff team are experienced and well-qualified. They work together very well, bringing their strengths together to create a diverse and dynamic team who are dedicated to what they do. They have a good understanding of how children learn and get together each fortnight to plan interesting and challenging activities that motivate children to learn. Observations and assessments of children are accurate and precise and clearly record the progress that they are making towards the early learning goals. Their next steps are quickly identified and supported. The manager skilfully monitors the educational programmes and tracks children's progress through her effective whole group summative sheet. She quickly identifies and supports any gaps in learning for children or groups of children. For example, she has recently recognised that specific groups of children would benefit from being able to access information, communication and technology equipment that they are familiar with at home. The setting have worked hard to fundraise for this and have purchased two computer tablets for the children to use within the setting. As a result, children make good progress and are effectively supported in extending their knowledge and skills. Staff performance is effectively monitored because the manager and committee members invite staff to attend termly supervision meetings and yearly appraisals. These are an opportunity for staff to discuss what they are doing well and what needs to be improved. Staff are highly invested in by the manager and committee

and are fully supported in accessing additional training to support them within their role. All staff are eager to access training opportunities to develop their own knowledge and skills. They effectively take what they have learned from their training and apply this in practice to enhance the quality of care and learning for the children. The whole staff team show a clear determination and drive to constantly improve the quality of their provision. Detailed evaluations of the setting clearly identify the strengths and areas for improvement. In addition, a focussed improvement plan is in place and details what the setting want to improve, including the impact that this will have upon the children in their care. The staff value the views from parents and children and welcome them to provide feedback on their service. For example, parents are welcome to express their views at any point through their effective daily communication and through the use of questionnaires. Children are asked daily what they like and dislike. The staff take this feedback positively and use it effectively to enhance their provision and provide additional learning experiences for the children. As a result, children benefit from a good quality setting where staff are committed to improving their care and learning experiences.

Partnerships with parents are very good. The staff use a range of effective strategies to engage them with their children's learning at every possible opportunity. The staff provide parents with detailed information about the Early Years Foundation Stage. This ensures that they have a detailed understanding of the experiences that their children will be involved in during their time at the setting. Parents report that they feel assured that their children are happy and settled with staff that are friendly and caring. Furthermore, they feel well informed of their children's progress and feel welcome to share their learning from home at any point. Partnerships with others are good. The staff are confident to work alongside a range of other professionals to support the children in their care. Strong links with shared settings ensure that children's learning is effectively complemented through the use of a detailed transition book and as they share their termly progress reports. As a result, children benefit from continuity in their care and learning.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY475530
Local authority	Cumbria
Inspection number	967590
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	25
Name of provider	Dane Ghyll Preschool
Date of previous inspection	not applicable
Telephone number	07951329299

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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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