

# Dunton Green Pre-School

Donnington Hall, Barretts Road, Dunton Green, Sevenoaks, Kent, TN13 2UN

## Inspection date

26/09/2014

Previous inspection date

18/01/2011

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

3

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 all the teaching is strong. Each member of staff is highly skilled at engaging the children and challenging them as they play.
- Staff talk to children continuously so they hear lots of language and engage in many discussions that involve everyone.
- The indoor environment is well organised. Staff divide the large space into specific areas by arranging the resources effectively. This provides children with space to move freely around, and to be alone or to play in groups as they wish.
- The management have prioritised developing strong partnerships with parents so they are involved and included in their children's learning at every stage.

### It is not yet outstanding because

- Children play outside at specific times in their garden area across the road. However, staff do not currently use the smaller outdoor space adjacent to the premises so that children can choose to play outside at other times.

## **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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspectors observed activities indoors and in one outdoor area.
- One inspector undertook a joint observation with the manager.
- The inspectors had discussions with parents, staff and the children.
- The inspectors sampled a range of documentation including children's records, policies and risk assessments.

## **Inspector**

ISP Inspection

## Full report

### Information about the setting

Dunton Green Pre-School is a committee run group that opened in 2001. It operates from three rooms in Donnington Hall, near Sevenoaks, Kent. Children have access to an outdoor play area. The pre-school is open term time only, Tuesday to Friday from 8.50am to 11.50am. On Thursday, there is an extended day until 2.50pm.

There are currently 16 children on roll in the early years age group. The pre-school currently supports a number of children with special educational needs and/or disabilities. It is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register.

There are four members of staff, three of whom hold appropriate early years qualifications to National Vocational Qualification level 3. The fourth member of staff has nearly completed this training. The manager is currently studying for an early years foundation degree. The pre-school receives funding for free early education for children aged two, three and four years.

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

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

- enhance opportunities for children to move freely between the available indoor and outdoor spaces.

## Inspection judgements

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

Children learn effectively in the pre-school. Staff plan thoroughly for each one of them by incorporating their individual interests and future learning needs in the activities. For example, if some children do not like to get their hands messy staff encourage them gradually by providing fingertip painting progressing to spaghetti and foam for them to explore. They soon enjoy the experiences of feeling the textures and creating colourful designs using their own hands. Staff take time to really get to know each of the children and especially those in their key-group. They develop good relationships with the children's parents so they can find out what the children like to do before they start. They encourage parents to continue to share children's interests and activities outside of pre-school. Staff incorporate this information well into the planning to extend children's learning and build on what they know and can do already. Staff record and track each child's learning and achievements in detail for each area of learning. They use a computer system that effectively helps them to identify any areas that the children are progressing less well or particularly well in. As a result, staff use this information to further support or

challenge children to meet their individual learning needs. Staff assess all two-year-old children's progress in the three prime areas of learning. This enables them to identify any gaps in children's learning and development and implement any required support when needed.

The quality of teaching is strong and staff prepare children well for the next stage in their learning. Staff have thoughtfully organised the indoor and outdoor areas to allow children to be independent in many ways. Children can choose where they play and know where to find resources as they are always in the same place. They move freely around, knowing the staff are always there for support and encouragement. Staff are very skilled at observing children and knowing when and how to intervene. For instance, they demonstrate an effective awareness of asking questions at a level that meets children's individual learning needs, enabling all children to understand and respond to these. Staff talk to children continuously so they are using and introducing language correctly. They often reinforce their words with signing so children are quite clear about their meaning, such as 'sit down' or 'more'. Children have opportunities to practise writing and drawing in every area including outside. They have lots of opportunities to look at books and this develops their early literacy skills well.

Children delight in involving staff in their games. For example, during the inspection two children in the outdoor area mixed up concoctions of bark, leaves and sand to make food for a member of staff. She asked them where the food came from and how they were preparing it. Children were encouraged to use the real saucepans and utensils developing their physical skills in handling equipment. The member of staff sat and allowed the children to proudly serve her the 'food' and pretended to eat it so they felt in charge and very important. Other children outside found a live frog in their igloo and showed a member of staff who caught it in a bucket for them to look at. Children soon created their own drawings of the frog with the encouragement of the member of staff. She reminded them to think about what it looked like before they had to let it go free. These spontaneous and simple activities engage children very well and make learning fun for them so they become inquisitive learners. However, children are unable to access the main garden area at any time they wish to as it is not directly accessible from the premises. Staff are currently not using a smaller outdoor area, which is directly adjacent to the premises to contribute further to the valuable learning experiences outdoors. This reduces children's choices to play outside.

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

The pre-school is well organised into areas of activities with stimulating resources. The environment is welcoming, and the arrangement of resources in the large space into specific areas gives children space to move freely without enticing them to run around. There are areas to be creative, to construct, to relax and be calm, and to eat and drink. This arrangement is replicated indoors and outside. For example, outside the children have cleverly constructed a huge igloo by stacking used plastic milk bottles. This provides a cosy place they can use as a den, hideaway or a chill out area when they are outside.

Staff are all very calm which encourages children to behave similarly. Staff provide effective role models as they are courteous and respectful, which the children copy. Therefore, they behave very well. Staff and children all know each other well and the key-person approach develops strong attachments with the children and friendships that are supportive. This helps children feel safe and secure. Staff keep children safe through assessing the environment frequently to identify and rectify potential hazards. They have clear rules for children to observe that help keep them safe, and staff explain to children why the rules are there. For example they must hold hands and look out for moving vehicles when walking to the garden as they have to cross the car park. When it is home time children sit in a group and staff remind them they can go when they see a grown-up they recognise as someone who takes them home. Staff are there to supervise and children keep a keen look out ready to jump up when it is their turn to go, learning who they are safe to go home with.

Drinks and snacks are available throughout the session. Children serve themselves with food and drinks when they are hungry or thirsty, taking the tools they need, such as a plate, cutlery and cup. This supports their independence well. Staff offer them a choice of fresh foods, some of which they have gathered from their own gardens, such as tomatoes and apples. Foods are kept whole, for example, bunches of grapes and tomatoes with stalks attached. As a result, children know what their food looks like. Staff support children to choose and decide how to make their food small enough to eat. They expertly guide the younger children in how to cut their food, and support the older children in using the knife effectively to slice food. As a result, children learn to use tools for a purpose and develop their independence. Daily outdoor play helps children develop good habits to support a healthy lifestyle as they benefit from exercise and fresh air. Children are active and use their bodies to move around in different ways. For instance, staff showed some children how to balance a ball on top of the bat, moving very carefully and concentrating hard to stop it rolling off.

Staff help children prepare to start school as the time approaches by inviting teachers in to visit them and children go on visits to the school. Staff have a good relationship with the village school, which most children move on to. They have received guidance on preparing children for school from them. This helps the staff identify what else they can do to support children to develop their skills and abilities for the move to school. For example, this includes plans for physical education (PE) sessions, where children will change into PE kits so that they will be well prepared and independent at school.

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

The staff team is small, experienced and competent. They are skilled early years educators who know how to plan and provide for children. As a result, children become enthusiastic learners who make good developmental progress in all areas. The staff team constantly reflect on their planning and practice to assess how effective it has been in challenging children and helping them to achieve. Staff support each other well and are led by a positive manager and a supportive committee. Each member of staff receives

regular supervision meetings. These provide good opportunities to discuss their performance and training needs as well as how they are supporting each child in their key group.

New staff have their qualifications, experience and suitability to work with children thoroughly checked before being employed. A detailed induction process ensures new staff are familiar with all policies and practice. Staff sign a review each year to affirm any changes to their circumstances that could affect their suitability to work with children. Staff all complete suitable first-aid and safeguarding training, both of which helps to promote children's well-being and welfare. They know how to recognise signs that children may be at risk of harm and what action to take to protect them.

Staff partnerships with parents are strengthening. The newly formed parent committee holds regular coffee mornings for all parents. This provides an opportunity to gather parents' feedback and to discuss any concerns or requests. The lead committee member for this group is introducing a social network page for parents. This will provide further opportunities for parents to communicate and get to know each other for additional support at home. Parents' all speak positively about the pre-school and are delighted with the activities their children take part in. Staff work with other professionals to give children any additional support so they quickly close the gaps in their learning. The management team has addressed all the recommendations set at the previous inspection effectively, which demonstrates their commitment to continually improving practice. They monitor and review all aspects of the pre-school, demonstrating a clear understanding of their roles and responsibilities to meet the requirements of the Early Years Foundation Stage.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
------------------------------------------------------------------------	------------

The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
-----------------------------------------------------------------------	------------

## 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

<b>Unique reference number</b>	156852
<b>Local authority</b>	Kent
<b>Inspection number</b>	843225
<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>	24
<b>Number of children on roll</b>	16
<b>Name of provider</b>	Dunton Green Pre-School Committee
<b>Date of previous inspection</b>	18/01/2011
<b>Telephone number</b>	07952 903753

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

