

Dallington Pre-school

Old School Rooms, Dallington Green Road, Dallington Green, NORTHAMPTON, NN5 7HW



Inspection date	10 March 2015
Previous inspection date	3 March 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children thoroughly enjoy being able to choose their own resources and lead the planning of activities, such as pirates, police, rescues and map making that contribute well to their imaginative development.
- The staff provide very positive involvement with the children during their play. This results in children being able to think about how to solve problems they encounter and to enjoy celebrating their success and achievements with the staff who clearly know them well.
- The children are developing good communication and language skills. They are confident to initiate conversations and listen to the staff as they talk to them because they show a genuine interest in what they are doing.
- Children behave well. They know the daily routine and enthusiastically get involved in tidying up at the end of the session, marching around joining in with the tidy up song.
- Children are learning about how to keep themselves safe because the staff support them to think about the possible risks involved in their chosen activities before they take a particular course of action.

It is not yet outstanding because:

- On occasion, the activities during large group story times are not fully matched to individual children's needs which results in them losing interest and not being fully engaged in the story.
- The partnerships with parents in relation to them being involved in the planning of activities for their child's learning are not fully maximised.

What the setting needs to do to improve further

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

- devise even better ways of ensuring that all children are always able to be fully involved in story times to ensure their individual age and abilities are accommodated, for example by providing small groups for stories and discussions to allow for appropriate differentiation
- build on the already good partnerships with parents, for example by involving them more in the planning of activities for their children.

Inspection activities

- The inspector observed activities in the play room and in the outside play area.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with two members of staff and with the manager of the provision.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents who were spoken to in the day of inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation.

Inspector

Melanie Eastwell

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children are learning and make good progress because the staff are skilled in their teaching. They enable children to lead their play and support their ideas to extend their play. Children go to find rope to carry out a rescue in their game. They make maps and paper dressing-up tunics, using tape and crayons. The staff encourage children to be independent in selecting their own resources. They effectively support children's developing vocabulary and awareness of text because they introduce new words during their play. Children recognise the letters in their names because they take part in self-registration on arrival and when they have their snack. Sometimes, children become distracted during group story time because the selected story is not fully matched to all the children's needs. Parents are encouraged to share information from home about their child's achievements. However, parents are not yet fully involved in the planning of activities for their child.

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

The pre-school is safe and welcoming. Children demonstrate the positive relationships they have with the staff; enjoying their involvement and the praise and reassurance they provide. Children are able to choose when they play outside for most of the session where they can take part in physical activities and enjoy the fresh air. They go for walks to the local park which has more space to be active. Children benefit from the range of healthy snacks that are provided for them each day. Their self-care skills are promoted. They choose when they have their snack, wash their hands before eating and they serve themselves. Children get on well together and respond positively to the staff when they gently remind them to share and to think of others. A consistent approach from all the staff means that children learn about the expectations for behaviour. Children are well prepared for the move on to school because they are supported to develop positive attitudes to others, to their learning and the pre-school has effective partnerships with the local schools.

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

The manager and staff are qualified, experienced and clearly demonstrate a secure knowledge of the learning and development requirements and how to keep children safe. They continually reflect on their service, making changes to enhance and extend children's safety and opportunities to learn. Staff are actively encouraged to continue to increase their knowledge through training. This has a positive impact on their teaching of the children. The manager is effective in monitoring staff's activity and the progress each child is making which ensures that any identified gaps can be closed. Parents input is valued by the staff. Parents speak highly of the staff's commitment to their children. This partnership ensures that children have a consistent approach to their care and learning. The effective planning and assessment of children's ongoing progress results in them having good quality care and learning opportunities throughout the day.

Setting details

Unique reference number	EY398995
Local authority	Northamptonshire
Inspection number	860016
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	36
Name of provider	Pre-School Learning Alliance
Date of previous inspection	3 March 2010
Telephone number	07955245118

Dallington Pre-school was registered in 2009 and is managed by the Pre-school Learning Alliance. The pre-school employs five members of childcare staff. They all hold appropriate early years qualifications at level 3 and 6, including one with Early Years Professional status and one with Early Years Teacher status. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 12 noon and from 12.30pm until 3.30pm. The pre-school 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.

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.

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.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

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
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

