

Dorchester Pre-School

Dorchester St. Birinus C of E School, Queen Street, Dorchester-on-Thames,
Wallingford, Oxfordshire, OX10 7HR



Inspection date	11 June 2015
Previous inspection date	23 June 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 are happy and engaged at the pre-school. They benefit from a welcoming environment that meets their needs and provides them with accessible toys and resources, which help to promote their learning and development.
- Staff maintain an effective key-person system and meet children's social and emotional needs effectively. Relationships are strong, which in turn promotes trusting friendships between the children and encourages a sense of belonging.
- Children's safety is effectively promoted. Staff have a good awareness of hazards and are proactive to ensure that children are cared for in a safe environment.
- Staff are qualified, experienced and well deployed. They have consistent opportunities to advance their skills and knowledge through regular training, which enables them to promote their ongoing professional development. This has a positive impact on the quality of their teaching.
- The leadership and management of the pre-school is strong. The manager effectively develops the staffing team through monitoring and self-evaluation, which helps her to bring about changes to improve outcomes for children.

It is not yet outstanding because:

- Children have few opportunities to develop their understanding of how sounds link to letters to promote their early reading skills.
- Children's health is generally well promoted. However, not all staff consistently enhance children's understanding of the importance of minimising the risk of cross-infection at snack time.

What the setting needs to do to improve further

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

- provide greater consistency in staff practice so that children learn to protect themselves from cross-infection
- create more opportunities for children to develop their literacy skills.

Inspection activities

- The inspector observed activities and the quality of teaching in the playrooms, on a visit to the Abbey and the outdoor play area.
- The inspector looked at children's records, planning documentation and children's learning journals, and discussed these with staff.
- The inspector undertook a joint observation with the manager.
- The inspector looked at documentation, including policies related to safeguarding matters, risk assessments and daily attendance registers.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Tracy Bartholomew

Inspection findings

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

The quality of teaching is good. Children are making good progress because staff successfully engage, plan and provide them with a good range of developmentally challenging and fun activities. For example, children enjoyed making mini trifles. Children's ideas are well captured throughout the day and their interests are consolidated within the planning to advance their knowledge and development. For example, children have demonstrated a keen interest in services held at the Abbey, so the staff arranged a Christening service for the children's dolls with the rector. These first-hand experiences offer good learning opportunities for the children. Staff enhance children's communication and language skills well, using circle-times, singing and daily interaction. However, staff do not always use opportunities, such as writing children's names and linking sounds to letters, to promote their literacy skills. Despite this children have frequent opportunities to hear stories and make marks to promote their literacy skills.

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

Children's self-confidence and self-esteem are well promoted by staff through effective praise and encouragement. This helps children to behave well and feel confident at pre-school. Children develop an understanding of how to keep themselves safe as staff talk to them about dangers and road safety while out in the community. Children enjoy sociable meals times and eat healthy snacks. Sometimes they sit at picnic benches in the garden. However, not all staff consider the implications of children playing with their food bowls and cups prior to the tables and their hands being washed, which presents a slight risk to their good health. Children relish playing outside and play and explore with confidence. This helps to advance their physical development, as they learn to ride bikes, kick balls and play imaginatively together. Children enjoy frequent trips to the school, where they take part in physical education sessions and watch shows. This helps to familiarise the children with the school environment ready for the next stage of their learning.

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

The committee and management team work well together to meet the requirements of the Early Years Foundation Stage. All staff have a secure understanding of the safeguarding procedures and understand the routes of referral for child protection. Robust recruitment, induction and appraisal processes contribute to the safe management of the provision. Partnerships with parents are strong. Staff have good relationships with parents and parents speak highly of the commitment of the staff and the learning environment. Staff work successfully in partnership with local schools to help prepare children for a smooth move to school.

Setting details

Unique reference number	134311
Local authority	Oxfordshire
Inspection number	825589
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	37
Name of provider	Dorchester Pre-School Committee
Date of previous inspection	23 June 2009
Telephone number	01865 341805

Dorchester Pre-School registered in 1993. It operates from purpose-built premises situated in the grounds of St Birinus Church of England Primary School in the village of Dorchester-on-Thames, near Wallingford. The pre-school are a committee run group and receive funding for the provision of free early education to children aged two, three and four years. The pre-school opens five days a week during school term times, with various sessions between 9am and 3pm. The pre-school employs seven staff and they all hold relevant early years qualifications, with one holding a level 5 qualification.

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