

Dinting Pre-School Ltd

Dinting C of E Primary School, Dinting Vale, GLOSSOP, Derbyshire, SK13 6NX



Inspection date

10 July 2015

Previous inspection date

19 May 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		Outstanding	1
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

- Staff undertake regular observations and complete accurate assessments of children's learning. As a result, next steps in learning are targeted to help individual children make very good progress from their starting points.
- The outdoor environment provides unique opportunities for children's learning and physical development. Children sit in the hide, check reference books and identify wild birds. They learn to take safe risks in their play as they build dens in the wood and become explorers on bug hunts.
- Children's well-being is outstanding. Staff build close and trusting relationships with children. They recognise the uniqueness of each child in their care. Consequently, children's individual needs and emotional development are very effectively met.
- Staff give a high priority to the safeguarding of children. They have a good knowledge of child protection procedures and where to refer any concerns they may have regarding a child's welfare. Robust policies and procedures are fully implemented to ensure children's safety.
- Partnerships with parents and other professionals are strong. Children with special educational needs and/or disabilities receive timely support. This ensures all children achieve well and contributes towards the high quality of children's care, learning and development.
- The strong leadership of the manager enables the pre-school to continually improve. She is supported by an enthusiastic and highly committed staff team who strive to achieve the best possible outcomes for all children.

It is not yet outstanding because:

- Staff do not always give children enough opportunities to think through and talk about their own ideas.

What the setting needs to do to improve further

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

- provide more consistent opportunities for children to develop their thinking skills and to express their own ideas.

Inspection activities

- The inspector observed activities in the indoor and outdoor areas. The inspector also conducted a joint observation with the manager.
- The inspector spoke to the manager, staff and children throughout the inspection.
- The inspector looked at children's records and a range of other documentation, including policies, procedures, self-evaluation and plans for development.
- The inspector checked evidence of the suitability and qualifications of staff working with children, and held a meeting with the manager.
- The inspector took account of the views of parents and carers spoken to during the inspection and through questionnaires and letters provided.

Inspector

Sharon Hennam-Dale

Inspection findings

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

Staff are well qualified, which has a positive impact on children's experiences. They use their knowledge to provide children with rich and varied activities across all areas of learning. The quality of teaching is good. All children, including those with special educational needs and/or disabilities, are highly absorbed in their learning and make good and often rapid progress. Staff keep parents well informed about their children's time at the pre-school. The provision of information leaflets and story sacks enables parents to extend children's learning at home. Staff effectively promote children's mathematical understanding through play. They encourage children to repeat patterns using threading beads and develop children's skills in using positional language, as toys are placed in different areas. A good emphasis is placed on developing children's early literacy skills. Children take on the role of characters and act out a well-known story in the outdoor area, or take orders in the role-play cafe. However, occasionally staff do not make sure that they encourage children to think through and talk about the ideas they have to solve problems for themselves.

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

The pre-school children's confidence and self-esteem are high. Staff proudly display children's work for them. Flexible settling-in sessions enable children to adapt and settle at their own pace. Children are given frequent opportunities to develop their independence, make choices and follow their own interests. They have a very good awareness of their own safety. Staff use clear explanations to educate children about risk and involve children in making their own rules for safe play. Children eat a healthy range of freshly prepared snacks. They enjoy frequent outdoor play, riding trikes skilfully around the outdoor area. This contributes significantly towards children adopting healthy lifestyles. Staff are calm, positive role models for children. As a result, children have good manners, share their toys and behave extremely well. Children learn how to value diversity and different cultural traditions. They enjoy activities, such as food tasting and celebrating different festivals.

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

All staff have a good understanding of the safeguarding and welfare requirements. They are fully aware of their responsibilities to keep children safe from potential harm. There are rigorous systems for staff induction and ensuring staff continue to be suitable to work with children. The manager has effective self-evaluation processes, making ongoing improvements in response to the views of staff, parents, children and other professionals. All staff have the opportunity to observe each other's practice and use reflective feedback to continually improve the quality of their teaching. In addition, staff are supported through regular supervision and training opportunities. The manager regularly reviews the education programmes and the progress of different groups of children, to ensure any gaps in children's learning are quickly addressed.

Setting details

Unique reference number	EY386252
Local authority	Derbyshire
Inspection number	858972
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 4
Total number of places	18
Number of children on roll	32
Name of provider	Dinting Pre-School Ltd
Date of previous inspection	19 May 2010
Telephone number	07815036524

Dinting Pre-School Ltd registered in 2008. It is privately owned and operates from the pre-school room within Dinting Primary School in Glossop, Derbyshire. The setting is open Monday to Friday from 8.45am to 11.45am and from 12.45pm to 3.45pm, during term time only. There are five members of staff, including the owners, who work directly with the children. Of these, two hold Qualified Teacher Status, two others hold a level 3 qualification in early years, and one holds a level 2 qualification. The pre-school provides funded early education for three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

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

