

Digby Village Preschool

Digby C of E School, Church Street, Digby, LINCOLN, LN4 3LZ



Inspection date

10 December 2015

Previous inspection date

9 May 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The management committee and the new practitioner team have worked very hard to successfully address the areas for improvement identified at the last inspection.
- Teaching in the pre-school is good. Practitioners build on children's interests when planning activities and organise the learning environment to enthuse them. Children make good progress in their learning.
- The partnership with parents is very good. Parents speak highly of the provision and of all the changes that have been made. Practitioners provide parents with ideas of how to extend their children's learning at home and consult with them regularly regarding their progress.
- Children are happy and confident at the pre-school. They form strong attachments to the practitioners and other children. This provides the secure base they need to happily explore and become independent.
- Practitioners have developed strong links with the host school. They use this partnership well to help prepare children as they move on to their next stage of learning.
- Practitioners have worked hard on raising children's awareness of healthy eating. They now have a daily 'healthy helper' who assists with the preparation of snack. This helps children learn about a healthy lifestyle in a more personal way.

It is not yet outstanding because:

- Information about children's development is not always used to best effect in focusing on how to raise their achievements to outstanding levels.

What the setting needs to do to improve further

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

- strengthen the ways in which children's progress is monitored; plan their next steps in learning more precisely and help children to achieve at the highest levels.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the headteacher, pre-school manager and members of the committee. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of practitioners working in the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Sue Riley

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Practitioners are alert to the signs of abuse and understand the procedures to report concerns. Recruitment and induction procedures are secure. Supervisions and observations of practitioners' practice help to ensure they remain suitable for their role and develop their skills. Practitioners are supported to achieve higher qualifications and to develop their knowledge through attending training courses. As a result, children benefit from improved experiences delivered by the qualified and experienced team. The management committee has attended training to increase understanding of its roles and responsibilities. It closely monitors practitioners and their practice. The management committee and practitioners are very ambitious and have very high expectations in providing the best for the children. Parents' views are regularly sought regarding improvements to the setting. The management committee and practitioners use self-evaluation well to identify the strengths and weaknesses of the setting and to drive improvement.

Quality of teaching, learning and assessment is good

Practitioners provide learning experiences that allow them to use a range of teaching strategies. They successfully motivate children to get involved, encourage them to listen carefully and allow them time to think. Practitioners know children and their families very well. They collect information from parents about what children can do before they start at the setting and continue to discuss their learning regularly. Children enjoy stimulating indoor and outdoor play. Practitioners interact well with the children. They use skilful questions to help promote children's communication and language. Children show good levels of concentration and focus during play and group activities. Practitioners promote children's personal, social and emotional development effectively. Children develop their independence and confidence, and they enjoy making choices about their play. Children improve their literacy skills. For example, they listen attentively to stories and are eager to talk about what they hear.

Personal development, behaviour and welfare are good

An effective key-person system ensures that children's individual care needs are met and that relationships between practitioners and parents are good and productive. Practitioners are particularly skilful at helping children manage their feelings and behaviour. They patiently and consistently show children how to talk kindly to each other and tolerate their differences. Children learn to value and celebrate different cultural and religious festivals. For example, they have recently celebrated Thanksgiving. Children are beginning to be independent in meeting their own needs. Practitioners encourage children to do things for themselves. For example, children put on their coats for outdoor play.

Outcomes for children are good

All children make consistently good progress from their starting points. They are well motivated and keen to learn. They develop problem-solving skills and learn to be independent. Children are well prepared for the next stage in their learning, including their move on to school.

Setting details

Unique reference number	EY339775
Local authority	Lincolnshire
Inspection number	1029650
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	19
Name of provider	Digby Village Preschool Committee
Date of previous inspection	9 May 2014
Telephone number	07521009647

Digby Village Preschool has been operating for many years and re-registered in 2006. It is run by a volunteer management committee. The pre-school employs three childcare practitioners. Of these, one holds an appropriate early years qualification at level 4 and two have level 3. The pre-school is open during term time. Sessions are on Monday from 8.45am until 12 noon, and Tuesday, Wednesday and Thursday from 8.45am until 3pm. The pre-school provides funded early education for three- and four-year-old children.

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