

# Dragonflies Pre-School

Collingbourne Ducis Village Hall, Chicks Lane, Collingbourne Ducis, Marlborough,  
Wiltshire, SN8 3DZ



## Inspection date

Previous inspection date

27 April 2016

23 September 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	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 manager and staff team are committed to continually improve the provision for the benefit of all children. They constantly reflect on what they do and identify clear targets for ongoing development.
- All staff plan a wide range of activities and learning experiences based on children's interests and needs. Children join in enthusiastically and are motivated to learn. They make good progress in their development.
- Children are encouraged by staff to develop their communication and language skills. Staff use a wide range of questioning techniques to extend children's vocabulary. Staff give children plenty of time to think and respond, which helps them develop their thinking skills.
- Staff are good role models who treat children with kindness and respect. Children are valued, made to feel welcome, and display good levels of confidence and self-esteem. Children are polite, have good manners and behave very well.

### It is not yet outstanding because:

- Staff do not always fully encourage children to practise their early reading and writing skills in their play and during daily routines.
- Children who enjoy playing outside do not always benefit from exciting new challenges and experiences to further promote their learning in the outdoor environment.

## What the setting needs to do to improve further

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

- provide more opportunities for children to develop their early reading and writing skills during their play and routines
- extend opportunities for children who prefer to learn outside to explore and investigate a broader range of challenges and experiences.

### 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 looked at a range of relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector spoke with children and staff at appropriate times.

### Inspector

Lesley Voaden

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. There are secure recruitment procedures in place to ensure that all staff are suitable to work with children. All staff complete safeguarding training. They know what to do if they have concerns about children's welfare. The manager monitors staff performance well to help raise the quality of teaching. She makes good use of support from the local authority and training opportunities to develop their skills. For example, this has helped staff to write individual educational plans to target support for children. Staff work closely with parents to keep them informed of their children's progress. Home visits, parents' meetings, and suggestions to extend children's learning at home are some of the strategies that staff use to maintain these good relationships.

### Quality of teaching, learning and assessment is good

Staff know children well and encourage them to make decisions about their play. Staff help children to develop their communication skills. For example, they interact skilfully with children, talking to them constantly. Children enjoy physical activities outdoors. They balance on logs and on the physical play equipment. Overall, staff build on children's interests effectively. For example, children decided to make a road and traffic lights to stop bikes bumping into each other. Indoors, children enjoyed new challenges, such as spiralling fruits and vegetables into spaghetti and mixing colours to make patterns. Staff use the information from their observations of children's learning well to help them plan for the next steps in each child's development.

### Personal development, behaviour and welfare are good

Children are happy, settled and enjoy their time at nursery. The indoor environment is bright, welcoming, and well resourced. Staff have high expectations. They are good role models and provide clear, consistent guidance and support. Children's behaviour is very good. They learn to share and take turns through positive interaction with the staff. The key-person system is effective and supports children's well-being and emotional development. Children develop high levels of confidence and self-motivation and they concentrate well on their chosen activities. Staff are skilled at promoting children's independence skills. For example, they encourage children to manage tasks for themselves and praise their achievements.

### Outcomes for children are good

All children make good progress. The development of their early communication skills is particularly strong. For example, they confidently describe the different stages in the life cycle of a caterpillar and how they have made a 'bug hotel'. Children develop good problem-solving and mathematical skills. For example, they complete jigsaw puzzles together, recognise numbers and identify different shapes in the environment.

## Setting details

<b>Unique reference number</b>	EY300331
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	1028775
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	18
<b>Number of children on roll</b>	22
<b>Name of provider</b>	Collingbourne Pre-School Group Committee
<b>Date of previous inspection</b>	23 September 2013
<b>Telephone number</b>	07883343175

Dragonflies Pre-school operates from a room in the village hall in Collingbourne Ducis, Wiltshire. The pre-school operates from Monday to Friday between the hours of 8am and 5.30pm all year round. The pre-school receives funding for early education for children aged two, three and four years.

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