

Dudley Pre-School

The John Willie Sams Centre, Market Street, Dudley, CRAMLINGTON,
Northumberland, NE23 7HS



Inspection date

13 October 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Overall, the quality of teaching is good. Staff understand how children learn and plan activities based on their individual needs and interests. Each child is provided with the specific support they need. This includes children who have special educational needs or disability. Children make good progress in their learning.
- Staff have created a friendly and welcoming environment. They tailor settling-in arrangements to meet children's needs. Children clearly enjoy their time in the pre-school and have formed strong attachments with staff.
- Children's behaviour is good. Staff use effective methods to motivate children to behave well and to try hard. Staff consistently recognise individual achievements and give praise for children's efforts.
- Staff have strong partnerships with parents because it uses a number of successful strategies to engage them all. Staff share ways to support children's learning at home. Parents feel informed about the learning and care their children receive.

It is not yet outstanding because:

- The manager does not yet use information as well as possible to check the progress made by different groups of children.
- Staff do not always consistently help children to develop their thinking- and problem-solving skills fully to make the best of their learning opportunities.

What the setting needs to do to improve further

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

- extend the existing monitoring systems, in order to make comparisons of the progress made by different groups of children, to help all children progress to the highest level
- strengthen the quality of teaching that helps all children develop excellent thinking- and problem-solving skills.

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 pre-school manager. She looked at relevant documentation, such as the pre-school self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small group of parents and carers during the inspection and took account of their views.

Inspector

Lynne Pope

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. There are stringent procedures in place to check the suitability of staff, and help them to understand their roles and responsibilities. Staff receive comprehensive child protection training and are alert to the possible indicators of abuse and neglect. The manager is enthusiastic and works hard to implement improvements to the service she provides. She consults with parents about their views and this has resulted in her implementing family learning opportunities at home. The manager supervises staff closely. She works alongside them and observes their practice. Supervision meetings are held with staff to discuss their understanding of their role. The strong focus on developing the skills and knowledge of staff helps to promote continuous improvements for children. Staff attend training to continue updating their knowledge of how children learn and develop.

Quality of teaching, learning and assessment is good

Staff observe and assess what children can do. They use the gathered information and their knowledge of what children need to learn to plan effectively. The qualified staff are good role models and children delight as they join them in their play. All staff have a fun attitude and enthusiasm that makes learning enjoyable for children. Children develop an appreciation for books. Staff provide props to support their storytelling and children join in enthusiastically naming items from the story. Mathematics is promoted well. Staff support children in their interest in numbers when looking at the resources and help them learn to count in the correct order. Children learn about people from other countries and different ways of life. For example, staff skilfully link how people dress in Africa and how children dress in this country.

Personal development, behaviour and welfare are good

Children's good health and safety are promoted well. They learn about healthy eating in a wide variety of ways. Children join in with discussions about the fruits available for snack time and learn how to use a knife safely as they cut them up. Vegetables are planted outdoors and children harvest them and eat them. They also take them home to share with parents. Children have ample opportunities to play outdoors. Children are able to choose where they want to play, indoors or outside. Outdoors they experiment with different resources to see which ones roll best down a ramp. Children practise balancing skills on bicycles and gain confidence climbing the steps on the slide. Staff work closely with local schools to support children's well-being and to help prepare them for their future learning.

Outcomes for children are good

All children, including those in receipt of funding, are well supported to make at least consistently good progress in their learning and development. Children learn to move confidently, to communicate their needs and enjoy the company of other children and adults. Their independence skills are strongly promoted by staff. Sensitive interventions by staff help children learn to take turns and listen to each other. Children effectively learn a range of skills to be ready for the next stage in their learning or for school.

Setting details

Unique reference number	EY481361
Local authority	North Tyneside
Inspection number	992828
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 3
Total number of places	20
Number of children on roll	14
Name of registered person	Dudley Pre-School Community Interest Company
Registered person unique reference number	RP903280
Date of previous inspection	Not applicable
Telephone number	07585702262

Dudley Pre-School was registered in 2014. The pre-school employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 or above, including the manager who holds early years professional status. The pre-school opens from Monday to Friday, during term time. Sessions are from 9.15am until 12.15pm and from 1pm until 3.30pm, apart from Tuesday afternoons when the setting opens from 12.30pm until 3.30pm. The pre-school does not open on a Tuesday morning and Wednesday afternoon. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children who have special educational needs or disability.

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