

Dent Pre-School Ltd

Haygarth Room/Memorial Hall, The Laning, Dent, Sedbergh, Cumbria, LA10 5QJ



Inspection date

1 December 2016

Previous inspection date

25 November 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 committee and managers strive to maintain the good quality of the pre-school. There is a clear vision for the overall management of the pre-school. Self-evaluation is used effectively and involves staff, parents and children. Leaders and managers set clear priorities, which help to establish a clear improvement cycle.
- Staff are well qualified and use their skills and experience well to provide good learning opportunities. They make effective use of space and resources. Children are engaged in their chosen activities and engrossed in their play. They make good progress from their individual starting points.
- Staff manage children's behaviour extremely well, using effective strategies. The excellent links and communication with parents help to promote consistency so that children learn the difference between right and wrong.
- Close working relationships with the host school help to ensure that children are suitably prepared for moving on. The consistent working practices between the two organisations help to support children physically and emotionally.
- Parents describe staff as supportive and approachable. They comment that communication is excellent and staff are always available to help. Furthermore, they say that the attention to detail and the level of care is excellent.

It is not yet outstanding because:

- Overall, teaching is of a good standard throughout the pre-school. However, there are occasions when staff could enhance children's opportunities to think for themselves, follow their preferred interests and develop their own activities and learning experiences.

What the setting needs to do to improve further

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

- offer even more opportunities for children to extend their thinking skills, follow their preferred interests even further and develop their own activities 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 held a meeting with the pre-school manager and provider. She looked at relevant documentation, such as the pre-school's self-evaluation, policies and procedures and children's assessment records.
- The inspector checked evidence records of the qualifications and the suitability of staff working in the pre-school. In addition, she checked evidence records of suitability for all committee members responsible for the management of the pre-school.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Janice Caryl

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good knowledge and understanding of the procedures to follow should they have any concerns about a child's welfare. Effective levels of safety and security are adhered to. Children are taught to assess and manage their own risks, for example when taking walks into the local community. Managers effectively monitor and evaluate children's learning to ensure that children make good progress. The management of supervision and performance is ongoing and effective in supporting staff. Staff are committed to improving their skills in teaching. They link closely with other providers in the area and share good practice. Training is well attended and any new knowledge is successfully shared and implemented to help raise outcomes for children.

Quality of teaching, learning and assessment is good

Overall, teaching provides realistic challenges to help extend children's learning. Staff use a good variety of teaching skills to keep children motivated. For example, they involve children in making a mixture of cornflour and water. Staff demonstrate what the mixture can do. They encourage children to try harder as they push and manipulate the mixture, using spoons. They provide good explanations when children ask questions. Children are fascinated as they watch and investigate the mixture. They use their hands and other tools, developing their physical skills. Staff encourage children to improve their use of vocabulary as they talk about the mixture being hard, soft and runny. Observations of children's play are used successfully to make assessments of progress in learning and development. Overall, staff effectively use the information gained to indicate where children need to move on to next.

Personal development, behaviour and welfare are good

Children enter the pre-school with enthusiasm and are eager to play with each other. They are happy and confident, and demonstrate that they feel safe and secure. The space within the pre-school is organised well. It is suitably defined for children to play, eat and rest. Staff promote healthy lifestyles. For example, children are offered a choice of snacks, helping them to learn about making sensible food choices. Staff provide good opportunities for children to take responsibility, for example helping to prepare food. Younger children are supported well in developing their self-care skills. Staff praise children for washing their hands and discuss with them why it is important. All children have daily access to the outdoors and make good use of the opportunities on offer.

Outcomes for children are good

Children make good progress in their learning and development. They successfully acquire the skills in preparation for moving on to school. They are confident and have a positive attitude to learning. Children are involved, motivated and engaged in a broad range of activities. They show good levels of independence, curiosity, imagination and concentration. Children effectively develop early literacy and numeracy skills. For example, they learn to recognise their own name and practice their writing skills in their own scrapbooks.

Setting details

Unique reference number	EY460094
Local authority	Cumbria
Inspection number	1066761
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	14
Number of children on roll	8
Name of registered person	Dent Pre-School Ltd
Registered person unique reference number	RP907607
Date of previous inspection	25 November 2013
Telephone number	07582083047

Dent Pre-School was registered in 2013. The pre-school employs two members of childcare staff. Of these, both hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday and term time only. Sessions are from 9am until midday. The pre-school provides funded early education for two-, three- and four-year-old children.

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