

Corfe Castle Community Pre-School

East Street, Corfe Castle, Wareham, Dorset, BH20 5EE



Inspection date

24 January 2017

Previous inspection date

25 September 2012

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

- Children are very happy. They settle well and enjoy their time at the pre-school. They are confident to explore the very well-resourced environment and are able to make many choices in their play, increasing their independence.
- The manager establishes strong links with parents and with the host school, providing consistent support for children and easing later transitions. She works closely with other professionals to access information, share skills and improve outcomes for children.
- Children develop a strong bond with staff and build good relationships with their friends. They learn to share and take turns and respect the feelings of others.
- Children make good progress, particularly in relation to their language and literacy skills. They have a real love of books and take part in enjoyable activities using their voices in different ways and experimenting with words and sounds.
- Managers, staff, parents and children all contribute frequently to the setting's self-evaluations to help ensure continuous improvements are made.

It is not yet outstanding because:

- Occasionally, staff do not provide high levels of challenge to help children extend their learning further and better develop their thinking skills.
- Information gathered from assessments is sometimes not used as well as possible to help narrow any emerging gaps in children's learning at the very earliest opportunity.

What the setting needs to do to improve further

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

- support staff further to improve their skills and knowledge, to ensure they fully extend and challenge children's learning at every possible opportunity
- develop the monitoring of progress made by children to make it as precise as possible, to help identify and address any gaps in children's learning even more promptly.

Inspection activities

- The inspector observed activities in the playrooms and the outside learning environment.
- The inspector completed a joint observation and held meetings at an appropriate time with the managers.
- The inspector looked at children's assessment records, planning documents and sampled welfare records.
- The inspector checked evidence of staff suitability and the qualifications of practitioners working with children.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection, the provider's self-evaluation, and engaged in discussions with staff and children at appropriate times.

Inspector

Samantha Powis

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff team fully understand child protection issues and know what to do if they have any concerns about a child's welfare. Effective recruitment procedures ensure staff are suitably checked before they work with children. The manager provides a good induction for new staff so they fully understand their roles and responsibilities. All staff have regular training opportunities and one-to-one support meetings to help them to develop their practice and improve outcomes for children. Good use is made of additional funding to target individual needs and improve outcomes for all children. The manager has strong links with other early years professionals to provide continuity of care and learning. Partnerships with parents are very strong. Parents are well informed about their children's progress and receive frequent guidance to support children's learning further at home.

Quality of teaching, learning and assessment is good

Children are confident communicators and develop a secure awareness of letter sounds and patterns in words. For example, they take part in language and speech activities alongside Reception aged children in the school, extending their skills while gaining confidence in the school environment. Children are encouraged to count and use simple calculation. For example, as they make birthday cakes from dough they add and take away candles. Children play well together with their friends, and use their imaginations to make up games. This is encouraged by the good range of resources for role play and small world play that inspire children, which is an improvement since the last inspection.

Personal development, behaviour and welfare are good

Children feel safe and secure. Staff understand children's individual needs well to support their emotional well-being. Children benefit from daily exercise and take part in activities such as 'Wake and Shake' sessions, learning about the positive effective this has on their bodies. Staff use high levels of praise and encouragement, making children feel proud of their achievements and encouraging them to try even harder. Staff provide a safe environment and help children to learn about keeping safe. For example, children use the clipboard and checklist to help staff identify and address any potential safety issues.

Outcomes for children are good

Children make good progress. They are keen to learn and acquire the skills they need for their future learning to prepare them for school. For example, they listen well and follow instructions, such as during group activities. Children are sociable, confident and independent. For instance, they put on their coats to go outside to play and they find their own name card to self-register on arrival. Children behave well. They are polite and keen to help. They show a clear understanding of boundaries and expectations.

Setting details

Unique reference number	EY304471
Local authority	Dorset
Inspection number	1058824
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	39
Name of registered person	Corfe Castle Community Pre-School
Registered person unique reference number	RP905846
Date of previous inspection	25 September 2012
Telephone number	01929 481631

Corfe Castle Community Pre-school opened in 1997 and was previously known as Corfe Castle Community Nursery. The pre-school is run by a committee and operates from purpose-built premises which are situated next to Corfe Castle First School, in Dorset. The pre-school operates five days a week during school term time, and sessions run from 8.50am to 2.50pm. An out-of-school club runs every weekday from 8am to 8.30am and 3pm to 5.30pm, and during school holidays from 8am to 5.30pm. There is a team of six staff, five of whom work directly with the children. All staff who work with the children have an early years qualification. The pre-school receives funding for the provision of free education for children aged two, three and four years.

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