

Dunmore Pre-School

Farm Road, Off Austin Place, Abingdon, Oxfordshire, OX14 1NA



Inspection date

27 April 2017

Previous inspection date

22 April 2016

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 committee and the new management team have improved the quality of teaching since the last inspection. Staff track, observe and check children's development effectively, and ensure that children make good ongoing progress.
- Children are warmly greeted by the staff and enter the pre-school with confidence. Staff provide a good range of activities that support children's learning.
- Staff use risk assessments effectively to support them in keeping the pre-school safe in all areas to help maintain children's safety.
- Partnerships with other professionals are good. For example, staff liaise and make good links with professionals involved in children's care outside of the pre-school to support continuity of care.
- Strong recruitment, induction and ongoing appraisal programmes are implemented to help ensure all staff working with children are suitable and confident in their roles.
- Good self-evaluation processes are in place to help guide and improve the overall care and education offered to the children.

It is not yet outstanding because:

- Arrangements during some daily routines do not always fully support children's independence skills.
- Staff do not consistently make the best use of opportunities to encourage parents to contribute to the assessment of their children's development.

What the setting needs to do to improve further

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

- make the most of daily routines to build on children's developing independence skills
- build on the good partnership with parents to encourage them to contribute more to the monitoring of their children's progress.

Inspection activities

- The inspector observed children's involvement in activities within the pre-school and outside.
- The inspector looked at a sample of children's records and discussed these with staff.
- The inspector took account of the views of parents spoken to on the day.
- The inspector looked at and discussed documentation in relation to safeguarding, risk assessments and daily attendance registers.
- The inspector undertook a joint observation with the manager.

Inspector

Tracy Bartholomew

Inspection findings

Effectiveness of the leadership and management is good

The committee, management team and staff work very well together and create a happy environment for the children. Managers offer good ongoing support and training to the staff to enhance their skills and abilities. For example, all staff receive regular supervision and have benefitted from training on planning and assessment. This has helped them to fully understand how to tailor planning and activities for children to increase their learning outcomes. The management team reviews children's ongoing development well, and ensures that all children have targeted learning to meet their individual needs. For example, the manager uses children's tracking records to assess children's development and ensure all gaps in learning are minimised. Safeguarding is effective. Staff have a good understanding of their role and responsibility to protect children's welfare.

Quality of teaching, learning and assessment is good

Staff offer good support to the children and encourage their communication and language skills well. For example, during a sand activity, staff hide letters and then question and support children's thinking skills effectively as they ask the children what letters they have found and what they think begins with that letter. Staff offer a good variety of activities and follow children's interests well to extend their learning. For example, staff observe children's enjoyment as they play with resources in water; they model different ways to move and float the objects to develop children's investigative skills.

Personal development, behaviour and welfare are good

Children demonstrate that they feel safe at the pre-school. For example, they arrive with confidence and settle well to self-chosen activities. Children have good relationships with staff and include them excitedly within their play. For example, children call to the staff as they play 'who's that hiding in the box'. Staff support children's good behaviour well. For example, children are rewarded with stars for excellent manners and with effective praise for good sharing and kindness. Staff encourage children to be physically active. For example, all children have daily opportunities to play outside. Staff aid children's development in learning about healthy lifestyles. For example, all children are taught the importance of hand washing before meals and after visiting the bathroom.

Outcomes for children are good

All children progress well and are well prepared for their next stages in their learning. Children enjoy learning and being creative. For example, they enjoy drawing and writing with a purpose and keenly participate in storytelling and active song time. Children are confident learners in mathematics and extend their knowledge of numbers, such as when they match pegs to numbers.

Setting details

Unique reference number	133399
Local authority	Oxfordshire
Inspection number	1095680
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	24
Number of children on roll	49
Name of registered person	Dunmore Pre-School Committee
Registered person unique reference number	RP518041
Date of previous inspection	22 April 2016
Telephone number	01235 202103

Dunmore Pre-School registered in 1993 and is managed by a committee of parents. The pre-school operates from a detached self-contained building in a residential estate in Abingdon, Oxfordshire. It is open Monday to Friday from 9am to 3.30pm during school term times. The pre-school receives funding to provide free early education for children aged three and four years. There are eight members of staff, of whom one staff member has a relevant foundation degree, and five childcare staff hold appropriate early years qualifications at level 3, as does the lunchtime supervisor.

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