

Dallington Pre-school

Old School Rooms, Dallington Green Road, Dallington Green, NORTHAMPTON, NN5 7HW



Inspection date

25 May 2017

Previous inspection date

10 March 2015

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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff provide a well-thought-out learning environment both indoors and outdoors. Children make choices about where and what they play with from an abundance of stimulating resources that ignites their interests and promotes their creativity.
- The quality of teaching is good. Children who require additional help are very well supported. Additional funding for education is used extremely well. Staff work closely with parents, other early years settings and professionals to provide continuity of care and learning for all children.
- Children form close and very caring relationships with their key person. They demonstrate excellent levels of self-esteem and confidence.
- Partnerships with parents are strong. Staff make sure they are well informed about their children's progress and offer support to continue learning at home. The manager values and acts on feedback from parents and children, which helps to strengthen children's outcomes.
- The well-qualified manager and experienced staff team strive to provide a high-quality provision. The manager closely monitors the quality of teaching. She holds regular one-to-one meetings with staff to discuss their performance or any concerns they have.

It is not yet outstanding because:

- Staff do not always allow older children enough time to think for themselves and fully express their thoughts about what they know and understand, during group activities.

What the setting needs to do to improve further

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

- provide further opportunities to help children think deeply, express their ideas and demonstrate their knowledge and understanding.

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 spoke with staff and children during the inspection and completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Linda Newcombe

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a secure knowledge of the procedures to follow should they have concerns about children's welfare. Detailed risk assessments ensure that any potential hazards to children are identified and minimised or removed. Staff recruitment and ongoing suitability procedures are robust. The manager maintains a good overview of the activities and experiences provided for children. She monitors the progress made by different groups of children and uses this information effectively to identify any gaps in learning or provision. She observes staff practice to assess the quality of their teaching, which helps to identify any potential training needs.

Quality of teaching, learning and assessment is good

The manager and staff closely monitor children's progress. Any gaps in learning are quickly identified and children are provided with targeted support based on their specific needs. Children particularly enjoy playing outdoors. They work together to mix the magic ingredients for their pretend dinners. Staff engage children in conversation and skilfully build on their interests. They ask challenging questions to help children make links in their learning, and encourage them to listen to each other's ideas. Children delight in gaining first-hand experiences, such as learning about insects and life cycles. They enjoy finding out about what snails eat and how to handle and care for them.

Personal development, behaviour and welfare are outstanding

The friendly staff ensure that all parents are valued and respected. Well-planned settling-in procedures help children to settle quickly. Parents contribute to initial assessments and are kept well informed about their children's ongoing progress. Staff help children to make healthy choices. For example, they remind children to wear hats and have frequent drinks of water when the weather is hot. Children's behaviour is excellent. They are kind, respectful and play cooperatively together. Staff consistently act as positive role models and set clear expectations for behaviour. Children learn the skills needed to manage risks, such as climbing, hunting for bugs and using tools safely. Parents are very complimentary about the staff and the service they provide.

Outcomes for children are good

All children make good or better progress from their starting points, and are well prepared for the next stage in learning or their move on to school. This includes children learning more than one language, and children who have special educational needs and/or disabilities. Staff target support through small-group activities which focus on children's individual needs, such as speech and language skills. Younger children quickly feel emotionally secure and ready to investigate new play. Older children learn to listen to what their friends have to say and confidently share new ideas.

Setting details

Unique reference number	EY398995
Local authority	Northamptonshire
Inspection number	1094036
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	24
Number of children on roll	42
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Date of previous inspection	10 March 2015
Telephone number	07955245118

Dallington Pre-school registered in 2009 and is managed by the Pre-School Learning Alliance. The pre-school employs seven members of childcare staff, five of whom hold appropriate early years qualifications at levels 3 and 6. The manager also holds early years professional status. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until midday and from 12.30pm until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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