

# Dunton Green Pre School

Donnington Hall, Barretts Road, Dunton Green, Sevenoaks, Kent, TN13 2UN



## Inspection date

15 September 2017

Previous inspection date

26 September 2014

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 manager supports and mentors staff well. She encourages them to develop their professional knowledge and skills, so that teaching continually improves. For example, staff have used recent training in scientific experimentation to create more opportunities for children to investigate in their play.
- The manager reflects well on the provision to ensure improvements are ongoing. She has considered the previous recommendation well and children now enjoy more opportunities to move between the indoor and outdoor areas.
- Staff work well with parents and other people involved in the care of the children, to meet children's care and learning needs effectively. Parents feel they know exactly where their children are in their development and value the opportunities they have to extend their children's learning at home.
- Staff develop good relationships with children. Their nurturing care helps children to form close attachments to their key persons and good levels of emotional well-being.
- Staff plan and provide a good range of activities that helps all children to make good progress in relation to their initial abilities on entry to the provision.

### It is not yet outstanding because:

- Staff do not make the best of opportunities to help children develop a clear understanding of technology and how it can be used for different purposes.
- At times, staff do not fully encourage all children to listen and concentrate during some activities, to extend their learning further.

## What the setting needs to do to improve further

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

- encourage children to develop their early understanding of technology and how things work
- strengthen ways to enable all children to listen and concentrate during activities, so that they consistently get the best learning opportunities from them.

### Inspection activities

- The inspector had a tour of the areas of the setting used by children.
- The inspector held discussions with parents and children to gain their views about the pre-school.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector sampled a range of documents and records, including policies, children's learning information and staff records.
- The inspector spoke to the manager and staff about children's care and learning, at convenient times throughout the session.

### Inspector

Stephanie Graves

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff are clear about their roles in keeping children safe. The provider understands how to update Ofsted of any changes to the committee. The manager works alongside the staff team to ensure the areas of the premises used for children are safe and secure. For example, staff check outdoor areas regularly and the manager takes positive steps to keep the setting secure during hours of operation. The manager effectively evaluates children's assessments and monitors the progress of different groups of children, to quickly close any gaps in their learning. This has been particularly effective in helping staff to improve ways of meeting younger children's learning and development needs.

### Quality of teaching, learning and assessment is good

Staff interact well with children overall to help them learn new skills. They use language, such as 'really big' and 'tall', to describe the towers they help children to build with large blocks. They help children to test out their ideas and solve problems, for example, as children try to stack the blocks above their own height. Staff add more blocks for them and children work together to find the best ways to hold the structure together, to stop it from collapsing. Children use mathematical language in context as they suggest trying to add 'one more' block to see if the tower topples over. Staff ask interesting questions to encourage children to think and offer their ideas as they play. They encourage children to use their imaginations, and listen and respond to them well, to extend their learning.

### Personal development, behaviour and welfare are good

Staff are kind and caring towards the children and build on the interests of those new to the setting, to help them settle and become occupied. They work well with parents to make sure the settling-in process is effective. Staff are good role models and help children to learn right from wrong. They praise children at every opportunity to motivate them to learn new things and achieve well. Staff encourage children to do everyday things independently. For example, even younger children routinely help to prepare their snacks and put their empty plates and cups in the dishwasher, without prompting. Older children happily discuss their favourite activities, such as playing with play dough and going outside to the garden.

### Outcomes for children are good

All children, including those for whom the provider receives funding, enjoy their learning. For example, older children confidently create pictures together with paint and persevere as they work out how to weigh objects and balance these on scales. Boys and girls enjoy role play and use their imaginations well. They make comments, such as 'I am late for work', to each other as they quickly push dolls in buggies around the hall. Younger children show good coordination and physical skills, for example, as they fill, carry and empty containers of water. They explore shapes and discover how they can use paint to make marks on different surfaces. Most children are confident, independent and motivated, and develop a good range of skills for their future learning.

## Setting details

<b>Unique reference number</b>	156852
<b>Local authority</b>	Kent
<b>Inspection number</b>	1070391
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	11
<b>Name of registered person</b>	Dunton Green Pre-School Committee
<b>Registered person unique reference number</b>	RP907853
<b>Date of previous inspection</b>	26 September 2014
<b>Telephone number</b>	07982 677 676

Dunton Green Pre School opened in 2001. The pre-school opens Monday to Friday from 9am to 1pm. There are four members of staff who work with the children. Of these, one holds a qualification at level 5, two hold qualifications at level 3 and one holds a qualification at level 2. The pre-school receives funding for the provision of free early education to children aged two, three and four years.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

