

Dunholme Pre-School

Dunholme St Chads School, Ryland Road, Dunholme, Lincs, LN2 3NE



Inspection date

1 November 2017

Previous inspection date

10 December 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
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 requires improvement. It is not yet good because:

- The provider has failed to provide all necessary information to Ofsted about some committee members to enable them to carry out suitability checks.
- Some aspects of monitoring the performance of staff are not yet fully embedded to raise the quality of teaching and staff's knowledge to the highest level.
- Group activities do not consistently capture all children's interests or successfully engage some of the younger children.

It has the following strengths

- The provider and staff team provide a warm and nurturing environment. The key-person system is organised effectively to ensure that children develop their confidence and settle happily into exploring, investigating and learning through play.
- Children's behaviour is very good. Staff are patient, calm role models, demonstrating kind and considerate behaviour. Children follow their example and build strong friendships as they take turns, show respect and share resources.
- Children have good opportunities to explore and investigate. For example, they participate in experiments, such as observing the movement of shaving foam.
- Staff establish positive partnerships with parents and help keep them fully involved in their children's learning. For instance, they regularly share activity ideas.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ provide Ofsted with the necessary information to complete suitability checks on all committee members.	15/11/2017

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

- monitor staff's practice more precisely to further promote consistently high-quality teaching
- help younger children concentrate and engage more in group activities.

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

Inspector

Sharon Waterfall

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff know where to report concerns about children's welfare or safety. However, the provider has failed to ensure that Ofsted has been provided with the necessary information to ensure that all committee members are suitable. All members have completed Disclosure and Barring Service checks and they do not have contact with children. Therefore, children's safety and welfare are not compromised. Staff share information about children's learning with local schools when children move on, to support excellent consistency. Staff attend training that supports children's development, such as improving children's speech and language. The manager provides staff with supervision meetings. However, the monitoring of staff's teaching practice is not yet fully embedded to help raise the quality of teaching further.

Quality of teaching, learning and assessment is good

Teaching is good. Children enjoy the staff's company and they eagerly join in with activities. For example, they are excited when a member of staff uses props and puppets to tell the story of Guy Fawkes. Children become engaged in the characters and their roles. Staff know when to ask questions to extend children's interest and they engage in relaxed conversations, encouraging children to think about what they are doing. Staff are skilled in promoting children's speaking and listening development as they play alongside them. Observation and assessment are used well to clearly show children's progress and plan effectively for their next steps in learning. Planned activities also build on children's enthusiasm. For example, children have many opportunities to experiment with messy, malleable materials or investigate their creative abilities.

Personal development, behaviour and welfare are good

Staff work closely with parents to ensure children make a good start to their time in the pre-school. Children show respect for one another and are gentle and kind as they play alongside one another. They learn about healthy lifestyles and dress themselves appropriately as they venture outside. Children learn to manage their own safety through activities, such as use of different tools and materials or well-planned outdoor physical challenges. Children form secure attachments with staff and this helps them to settle quickly and feel emotionally secure. Parents speak highly of the pre-school and value the support the staff offer their children.

Outcomes for children are good

Children of all ages and abilities make good progress in relation to their individual starting points. They develop good early writing and reading skills. For example, young children make marks using a very good range of creative and sensory media and older children identify and write the letters in their name. All children enjoy a vast range of reading materials, including familiar and favourite stories. Children learn more complex mathematical skills, such as completing simple sums as they sing number songs. Children are well prepared for their next stage of learning and eventual move to school.

Setting details

Unique reference number	253542
Local authority	Lincolnshire
Inspection number	1103322
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 - 5
Total number of places	18
Number of children on roll	34
Name of registered person	Dunholme Playgroup Committee
Registered person unique reference number	RP909052
Date of previous inspection	10 December 2014
Telephone number	01673 866583

Dunholme Pre-School registered in 1992. The pre-school employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 3, including one with early years professional status. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.45am until 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

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