

# Dane Ghyll Preschool

Hawcoat Community Centre, Skelwith Drive, Barrow In Furness, Cumbria  
LA14 4SA



<b>Inspection date</b>	19 September 2018
Previous inspection date	15 September 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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

### The provision is good

- The pre-school manager is skilled, knowledgeable and has a wealth of experience. She highly values the staff team and together they focus firmly on the continued improvement of the pre-school. Improvement plans are well informed and take into account the views of staff, children and parents.
- Partnership working is at the heart of pre-school practice. Parents are highly valued as their children's first educators and are fully involved in their children's learning. Staff provide a host of information about the pre-school, children's individual learning and how parents can continue learning at home. Partnership working with other professionals is equally effective.
- Children benefit from the small group size. Staff know children well, including their interests, current skills and abilities. They regularly observe and assess children's development and provide activities and experiences to engage and motivate them. Children make good progress in their learning.
- Children have wonderful opportunities to develop a strong sense of themselves as well as their peers and the wider world. Children enjoy exploring the cultural backgrounds of their peers and the traditions they follow. Children develop a good understanding of diversity and celebrate what makes us different.
- Children's behaviour is excellent. Staff offer children lots of praise, effectively reinforcing positive behaviour. Staff encourage children to talk about their feelings, promoting children's ability to manage their own feelings and behaviour.

### It is not yet outstanding because:

- Occasionally, questioning from staff does not sufficiently challenge children's critical thinking and support them to think about what else is possible or why things happen.
- Although overall, the learning in environment is highly conducive to children's learning, there are fewer opportunities for children to engage in role play and draw upon their real-life experiences.

## What the setting needs to do to improve further

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

- strengthen good teaching further to help challenge children's thinking skills
- enrich role play opportunities that further promote children's imaginative skills and help them to draw upon real life experiences.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, during play inside and outside.
- The inspector carried out a joint observation with the pre-school manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the pre-school manager.
- The inspector took account of the views of parents spoken to on the day of the inspection and other written comments.
- The inspector looked at children's records, evidence of the suitability of staff and a range of other documentation, including policies and procedures.

**Inspector**  
Katie Sparrow

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff access training opportunities and engage in regular discussions about safeguarding at staff meetings and supervisory sessions. They have a good understanding of what action to take should they have concerns regarding a child. Robust recruitment and vetting procedures are in place, including the successful induction of new staff. The manager effectively assesses the quality of the provision. She works directly alongside staff, which enables her to continuously observe teaching, actively role-model and provide feedback to help staff reflect on their practice and improve teaching. The manager monitors children's progress well. She collates information relating to children's progress and monitors staff assessments regularly. This helps to ensure emerging gaps in learning are swiftly identified and addressed.

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

Staff are well qualified and use their teaching skills well, overall, to support children's learning. Staff use the natural environment to seize opportunities for learning. For example, staff provide ribbons for children explore the effects of the wind during outdoor play. Staff model ways to use the ribbons, encouraging children to move in a range of ways. The environment is rich in print and children have many opportunities to make marks, write for purpose and explore how print carries meaning. For example, children use chalk outdoors, use their name tags to write the letters of their name and refer to labels around the environment. Staff are skilled at responding to children's play ideas. They facilitate learning well, ensuring children have sufficient resources and encourage children to talk about their learning.

### Personal development, behaviour and welfare are good

Children are happy, secure and show high levels of confidence. The well-established key-person system ensures children's needs are well known and met. This supports children's emotional and physical well-being. Children practice good hygiene routines at snack time, for example, washing their hands, promoting a good understanding of healthy lifestyles. Children independently pour their own drinks and use knives to spread butter on their toast and then cut it up. Children's good independence skills prepare them well for their eventual move on to school. Furthermore, children learn good safety skills as they handle the knives safely.

### Outcomes for children are good

Children are working comfortably within the range of development typical for their age. They are confident communicators who share their ideas and preferences using good vocabulary. Children capably use technology, navigating the features on the pre-school iPads. Children explore colours and how they mix together. Children are well prepared for their next stage in learning, including the eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY475530
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	10069261
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Dane Ghyll Preschool Committee
<b>Registered person unique reference number</b>	RP533503
<b>Date of previous inspection</b>	15 September 2014
<b>Telephone number</b>	07951329299

Dane Ghyll Preschool registered in 2014. The nursery is open Monday, Wednesday and Friday 8.15am to 1pm and Tuesday and Thursday 8.15am to 4pm. The pre-school operates term time only. In total, five staff work at the pre-school, four of whom hold relevant qualifications. The pre-school receives funding to provide free early education for three-, and four-year-old children.

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