

Dunkery Pre-School

Cutcombe C of E Voluntary Aided First School, Wheddon Cross,
MINEHEAD, Somerset TA24 7DZ



Inspection date	8 October 2018
Previous inspection date	20 October 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Staff have effective partnerships with other providers, including the linked school and other local pre-schools. The manager makes good use of these links to share information about children and also to arrange shared training with other professionals.
- Children behave particularly well. For example, they respond enthusiastically to instructions from members of staff and are happy to share their special toys from home with their friends.
- Staff effectively engage parents in their children's learning. For example, they share information through learning journals and daily conversations. Staff build good relationships with parents in many different ways, such as inviting parents to join their children on outings.
- Key people know children well and make accurate assessments of their development. Leaders monitor this carefully to identify and tackle any gaps in children's learning. Children make good progress and gain the key skills that they need for starting school.

It is not yet outstanding because:

- Staff sometimes miss opportunities to extend children's learning and develop their thinking skills.
- Planned group activities are not always adapted sufficiently to ensure that children of different ages are engaged and challenged as much as possible.

What the setting needs to do to improve further

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

- use all possible opportunities to extend and challenge children's thinking and learning, for example when responding to comments that children make
- further consider ways to adapt group activities to ensure that children of all ages are consistently engaged and challenged during their learning.

Inspection activities

- The inspector observed staff interactions with children during their play inside and outside and spoke to children to assess their development.
- The inspector held discussions with parents to find out their views of the pre-school and how information about their children is shared.
- The inspector completed a joint observation with the pre-school supervisor and discussed staff supervision and training.
- The inspector looked at a range of children's learning journals and assessment information.
- The inspector looked at a sample of policies and procedures and spoke to staff about their understanding of these.

Inspector

Alice Tolen

Inspection findings

Effectiveness of leadership and management is good

Leaders support staff well to develop their teaching skills. The manager uses established supervision processes together with data tracking to identify staff development needs. Members of staff attend a range of training, for example to support children's physical development and literacy. They enthusiastically share their learning with colleagues and new ideas are quickly implemented. Safeguarding is effective. The manager has secure systems in place to ensure the suitability of staff. All staff have a good understanding of their responsibilities and the procedures to follow if they are concerned about a child. Staff use risk assessments effectively to ensure that the indoor and outdoor environments are safe and ready to use. Leaders regularly take action to improve the provision, for example changing how children's learning journals are recorded to enhance information sharing with parents.

Quality of teaching, learning and assessment is good

Staff plan a broad range of experiences to cover each of the areas of learning. Staff readily adapt their plans to follow children's interests to maximise learning opportunities. For example, a planned activity is moved to a different time of day when staff observe that children are highly engaged in their independent learning. Staff ask parents for information about their children's development when they start at the pre-school. This sharing of information supports practitioners to plan effectively for children's next steps in learning. Staff support children's developing communication skills well. For example, staff clearly repeat back words that children say and use sign language to support their understanding.

Personal development, behaviour and welfare are good

Key people know the children extremely well and children show high levels of emotional well-being while at pre-school. They are confident to share their ideas and needs with staff and their friends. Members of staff model positive interactions, for example during a conversation about being kind. Children show care and concern for each other. Staff encourage them to manage risk independently, for example when going down some wobbly steps and when exploring outside in the garden. Children visit the toilet and wash their hands by themselves, showing awareness of their own needs and good hygiene. All children are highly motivated in their learning, and are very enthusiastic to participate in a range of activities.

Outcomes for children are good

Children make good progress from their starting points. Older children develop the skills that help them to be ready for school. For example, they learn to identify the first sound in their names and look at different letter shapes that sound the same when spoken. Children speak and listen confidently to each other, developing strong communication skills. They are independent and motivated learners. For example, they show high levels of perseverance and concentration to solve problems when they are playing outside.

Setting details

Unique reference number	EY289554
Local authority	Somerset
Inspection number	10060633
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 3
Total number of places	14
Number of children on roll	13
Name of registered person	Dunkery Pre-School Committee
Registered person unique reference number	RP524732
Date of previous inspection	20 October 2014
Telephone number	07970 481 348

Dunkery Pre-School was registered in 2001 and operates from Cutcombe Church of England First School in Wheddon Cross, Somerset. It opens Monday, Wednesday and Friday from 9am to 3pm during term time only. The pre-school offers funded education sessions for children aged two, three and four. There are four members of staff. One member of staff has an early years qualification at level 6 and the other staff all hold relevant early years qualifications at level 3.

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