

Digby Village Pre School



C/O Church of England Primary School, Church Street, Digby, LINCOLN
LN4 3LZ

Inspection date	2 October 2018
Previous inspection date	10 December 2015

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

- The manager is ambitious and hard-working. She has high expectations and is committed to improving outcomes for children. She is supported well by an enthusiastic staff team and committee.
- Parents are positive about how the pre-school is managed. They comment on how friendly and approachable the staff are and how well their children's individual requirements are met. Parents are kept well informed on a daily basis about their children's learning and progress.
- Children are happy, settled and confident within the pre-school environment. Staff greet children warmly and show great interest in what children have to say to them.
- Children's behaviour is good. Staff support children to be polite and courteous to one another. They are encouraged to take turns and to share their toys.
- The manager monitors the progress made by groups of children well. She uses this information effectively to support children's literacy and mathematical development. Children make good progress in their learning.
- Staff are competent teachers. They know children well and all use good skills to encourage children to learn.
- Children confidently engage in conversation with staff, visitors and their friends.

It is not yet outstanding because:

- Occasionally, staff working with younger children do not fully support them to use the correct pronunciation of words.
- Sometimes, staff do not make the most of opportunities during planned activities to challenge the most able children in their mathematical development.

What the setting needs to do to improve further

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

- enhance teaching skills that help children to use the correct pronunciation of words and further support their good speaking skills
- make the most of all opportunities to deepen and extend the most able children's mathematical 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.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. He 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
Peter Towner

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff are vigilant about children's safety and they understand the procedures to follow if they are concerned about a child's welfare. Vetting procedures for staff and committee members are thorough. Effective systems for recruiting new staff are in place to help ensure they are suitable to work with children. Arrangements for staff's professional development are focused well on developing the quality of teaching to further improve children's achievement. This has a positive impact on children's outcomes. The manager gathers the views of staff, parents and children to evaluate the quality of the provision and plan future developments. Managers have established links with an appropriate range of other professionals to help ensure continuity in children's care.

Quality of teaching, learning and assessment is good

Teaching is consistently good and assessments are accurate. Staff make good use of information from parents to establish children's starting points and plan the next steps in their learning. They provide a stimulating environment with interesting resources where children investigate and try out their own ideas. Staff regularly refer to the visual timetable and children learn that activities have a timescale to follow. The routine of the day gives children variety and choice. For example, children have time to lead their own play, to join in group times and take part in focused learning sessions to support their next steps in development. Children sustain their interest in activities over long periods and become immersed in their play. Staff provide opportunities to help develop children's small-muscle skills effectively. For example, children enjoy rolling play dough and using tools to make different shapes and patterns.

Personal development, behaviour and welfare are good

Children benefit from good settling-in procedures which are based around their individual needs. Staff plan the environment well so that it is interesting and attractive to children. They organise the space so that children make independent choices about where they play. Staff are excellent role models and interact well with children. This results in a calm, relaxed and friendly atmosphere. Children learn to manage their own care needs successfully. They understand that it is important to wash their hands before eating snacks and preparing food. There are good opportunities to build on children's independence and for them to develop a sense of responsibility. For example, children help to prepare healthy snacks and clear away plates at mealtimes. Children have plenty of opportunities to learn about a healthy lifestyle. They regularly play outdoors, grow vegetables and experience a wide range of activities in their community.

Outcomes for children are good

Children of all abilities, including those who receive funded education, are making good progress. They are well prepared for starting school. Children develop a positive and enthusiastic attitude towards learning. They learn about letters of the alphabet and select their name card when they arrive. Older children write their names on their drawings. Children show great pride in their achievements, showing staff what they have made. Staff use these opportunities to boost children's confidence in their own abilities.

Setting details

Unique reference number	EY339775
Local authority	Lincolnshire
Inspection number	10064660
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	20
Number of children on roll	17
Name of registered person	Digby Village Playgroup Committee
Registered person unique reference number	RP517285
Date of previous inspection	10 December 2015
Telephone number	07521 009 647

Digby Village Pre School re-registered in 2006. The pre-school employs four childcare members of staff. Of these, one holds an appropriate early years qualification at level 6 and three hold qualifications at level 3. The pre-school is open during term time only. Sessions are Monday to Friday from 8.45am until midday and from midday until 3pm. The pre-school provides funded early education for two-, three-, and four-year-old children.

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