

# Dunholme Pre-School

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



<b>Inspection date</b>	31 October 2018
Previous inspection date	1 November 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
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

- Improvements made since the last inspection ensure that committee members are now checked for their suitability by Ofsted. The manager gathers the views and opinions of parents and staff to identify ongoing changes to the pre-school. Improvements outdoors, offer children more resources to develop their mathematical skills.
- Staff seek and value children's comments and opinions. Children say that they, 'Have nice dreams about the pre-school'.
- Staff are supported well in their practice. They attend appraisal and supervision meetings with the manager to help them reflect on their practice. Training opportunities provide staff with knowledge to help two-year-old children to develop their communication and language skills.
- Staff manage group times well, effectively adapting their teaching practice to the different ages and abilities of children. Children show good listening skills and follow instructions. They make good progress in their learning.
- Staff work well with schools that children move on to. They take children to use the host school facilities and this helps them to become familiar with the environment. The manager meets with teachers to discuss and share information about children's individual needs.
- Children behave well. Clear rules and boundaries are in place and reinforced to children regularly. Staff encourage children to learn to share and take turns, promoting positive behaviour.

### It is not yet outstanding because:

- Staff do not encourage parents enough to be involved in their children's learning in the pre-school and at home.

## What the setting needs to do to improve further

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

- strengthen the already good partnerships with parents further by involving them more in children's learning in the pre-school and at home to help children to learn at the highest levels.

### 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 discussions 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 several parents during the inspection and took account of their views.

**Inspector**  
Hayley Ruane

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff attend child protection training and know the signs that may indicate that a child is at significant risk of harm. They know the procedure to follow to refer any concerns they have regarding children's safety. Staff have procedures in place each day to help maintain a safe environment for children. Measures are in place to promote children's safety when they are collected by other people. When children arrive and leave the pre-school, staff are allocated effectively. Staff work well with other early years settings that children attend. They share information about children's learning to promote consistency in their development.

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

Staff observe children when they play alongside them. They monitor the progress they make and use this to identify what children need to learn next. Staff encourage children to develop their interests. When children begin to complete a number puzzle, staff ask them what number comes next. Children confidently recognise numbers up to 15. During group times, children show staff eight fingers and count backwards from eight. This helps them to develop their mathematical skills. Staff develop individual support plans for children who have special educational needs and/or disabilities. This provides a tailored approach to support and close any gaps in learning for individual children. Staff provide children with opportunities to develop their literacy skills. Children are given the same book as staff when they listen to a story. This encourages them to follow stories and to learn how to handle books carefully.

### Personal development, behaviour and welfare are good

Staff promote children's emotional well-being successfully and children demonstrate a good relationship with staff. Flexible settling-in sessions help children to become familiar with the environment and staff gradually. Children know the routine of the day. Staff use sand timers to help children learn the concept of time. They help staff to tidy away resources and learn to care for their environment. Staff provide outdoor experiences for children daily. Children develop their balance and coordination when, for example, they balance on wooden beams and climb in and out of tyres. Staff offer children a healthy range of snacks. They encourage children to try different foods, such as pumpkin seeds. Children demonstrate good social skills, for example, when they pass bowls to other children at snack time.

### Outcomes for children are good

Children are keen to arrive and to share their experiences with staff. They make good progress in their learning and develop skills for future learning. Children manipulate dough and tell staff that they have made a pumpkin, demonstrating their imagination. They learn how to use tools safely when they cut dough. Children use spades and buckets in sand to scoop and pour, helping to develop their hand-o-eye coordination. They demonstrate their independence when they put on their coats before playing outdoors.

## Setting details

<b>Unique reference number</b>	253542
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10079451
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare 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>	18
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Dunholme Playgroup Committee
<b>Registered person unique reference number</b>	RP909052
<b>Date of previous inspection</b>	1 November 2017
<b>Telephone number</b>	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 who holds early years professional status. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.45am until 3.20pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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