

Lulworth Camp Pre-School

Merlin Court, Lulworth Camp, Wareham, Dorset BH20 5QD



Inspection date	22 January 2019
Previous inspection date	2 July 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

This provision is good

- Staff plan and provide a wide range of learning experiences and activities, which supports children's individual needs and interests. Children are keen learners who make good progress.
- Children form strong attachments with caring staff, who promote their emotional well-being effectively. Children feel safe and secure.
- Staff reflect well on their practice and identify areas to improve. For example, staff set up exciting role-play opportunities and introduce additional resources to encourage children's good imagination.
- Staff develop their skills and knowledge well to ensure positive outcomes for children. For example, training has helped them develop enjoyable activities to help children learn about healthy eating and lifestyles.
- Occasionally, staff ask questions in quick succession and do not give children the time that they need to think about their answers before moving them on in their learning.
- Although partnerships with parents are strong, staff do not consistently follow up with parents regarding children's learning at home, to further inform their planning for children's progress.

What the setting needs to do to improve further

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

- give children the time that they need to answer questions and consistently share their ideas, to further develop good language skills
- build on the already good partnerships with parents further, to encourage more involvement in the planning of children's next steps in learning.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector sampled a range of documentation, including children's learning records.
- The inspector and the manager completed a joint observation and had a follow-up discussion about children's learning and progress.
- The inspector spoke to the staff and children at appropriate times during the inspection.
- The inspector spoke to parents and took account of their views.

Inspector

Michelle Heimsoth

Inspection findings

Effectiveness of leadership and management is good

Staff keep their safeguarding knowledge up to date and know the signs or symptoms that may be a cause for concern. They are aware of the correct reporting procedure to follow and remain vigilant to keep children safe. Safeguarding is effective. Staff ensure that they risk assess the environment carefully, identifying any potential hazards and removing these to minimise risk effectively. Partnerships with external agencies and other settings are good. Staff work well in partnership with them to ensure consistency in children's care and learning.

Quality of teaching, learning and assessment is good

Staff make regular observations of children as they play, which helps them to assess their needs, interests and abilities successfully. They monitor and track children's progress effectively, to plan a challenging range of activities and support children's next steps in learning well. Staff extend children's mathematical development well, providing many opportunities for them to count and use numbers in routines and activities. Children recognise and identify different sizes, and staff introduce words such as 'medium' and 'small' as children describe what they see. Children dress up as doctors and use a stethoscope to listen to a member of staff's heartbeat, as they play the role of the patient. Children benefit from daily opportunities to be physically active. For example, they enjoy running around in the garden and using magnifying glasses to actively explore the outside environment.

Personal development, behaviour and welfare are good

Children form close relationships with staff and are keen to involve them in their play. For example, staff role play bringing their baby to the doctor's surgery when they are unwell, for the 'doctor' to make better. Staff give children plenty of praise and encouragement as they play well alongside one another, sharing resources and completing activities. Children's behaviour is good. Staff teach children about the importance of following good hygiene routines, and they provide a wide range of healthy snacks. They engage children well in conversation about which food is good for them, and children describe how the food will make them 'big and strong'.

Outcomes for children are good

Children gain a wide range of skills, which prepares them well for the next stage in learning and school. Children develop good early literacy skills and a love of books. They listen well to stories in small groups and use books successfully to find out information. For example, they learn the names of baby animals and match them correctly to the adult animal by name, such as a cow and her baby calf and a horse and her baby foal.

Setting details

Unique reference number	153456
Local authority	Dorset
Inspection number	10062635
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	26
Number of children on roll	5
Name of registered person	Lulworth Camp Pre-School Committee
Registered person unique reference number	RP519797
Date of previous inspection	2 July 2015
Telephone number	01929 400642

Lulworth Camp Pre-School registered in 1992 and is run by a parent committee. It operates within the grounds of Lulworth Army Camp, Dorset. The pre-school is open weekdays from 9.10am to 12.10pm during school term time. It is in receipt of funding to provide free early education for children aged two, three and four years old. A team of three staff work with the children, all of whom hold early years qualifications at levels 3.

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