

# Dosthill Park Pre-School Playgroup

Dorcas Centre, off Blackwood Road, Tamworth, Staffordshire B77 1JE



## Inspection date

12 February 2019

Previous inspection date

13 November 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

- The manager works very well with the long-standing staff team. Together they reflect and evaluate on their practice to continually improve. The whole team is dedicated to creating a stimulating environment for all children to play, learn and have fun in.
- Partnerships with parents are strong. There is a consistent two-way flow of information shared between home and nursery. This helps to ensure continuity in children's care and learning. Parents speak very highly of the pre-school, they say what a wonderful place it is and that their children love coming here.
- Children's behaviour is fostered very well. Staff act as positive role models and have high expectations for all children. They encourage children to share and take turns. Children show kindness and respect to one another as they play.
- Children are very independent. They freely access snack time and confidently wash their hands before eating, without reminders. Children have independent access to the outdoors and make choices in their play and learning.
- Staff use their observations and assessments of children's development, to identify their next steps in learning. They use what they know about children to plan appropriate activities, to help them achieve their goals. This means all children make good progress from their starting points.
- Children settle quickly and build secure attachments with their key person, who offers caring and nurturing relationships. Staff gain detailed information from parents and use this well, to help children to feel emotionally secure. The settling in arrangements for all children are effective.
- Staff sometimes do not give children enough time to respond to questions or encourage them to find their own ways of doing things to provide the optimum challenge in their learning.
- Staff have not fully considered different ways they can help children who speak English as an additional language to raise their attainment level to the highest standard.

## What the setting needs to do to improve further

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

- allow children more time to respond to questions and encourage them to find their own ways of doing things, to extend their thinking and provide the highest level of challenge
- find further ways to support children who speak English as an additional language, to help them to make even better progress in their learning

### Inspection activities

- The inspector observed the quality of teaching and learning in the indoor and outdoor environments.
- The inspector completed a joint observation with the manager and evaluated the quality of teaching practice.
- The inspector spoke to staff, children and parents at convenient times during the inspection.
- The inspector held a meeting with the manager and nominated person.
- The inspector looked at a range of documentation, including evidence of the suitability of staff and paediatric first-aid certificates.

#### Inspector

Emma McCabe

## Inspection findings

### Effectiveness of leadership and management is good

The arrangement for safeguarding are effective. The management ensures all staff are aware of their responsibilities to protect children from harm. A range of policies and procedures are implemented effectively. Children are well supervised and they are encouraged to be aware of their own safety as they take manageable risks. The manager monitors staff practice well and completes regular appraisals and supervision meetings. She uses information gained from monitoring children's progress and observations of teaching to feed into these meetings. Staff are set targets for ongoing professional development and receive regular training to keep their knowledge and skills up to date. This helps to continually raise practice and improve outcomes for children.

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

Staff are well qualified and the quality of teaching is good. Staff use their knowledge and expertise to provide a wide range of activities that promote children's interests. Staff interact well with children and skilfully place themselves in areas both inside and outdoors to encourage children to take part in a balance of self-chosen play and adult focused activities. For example, children develop their cutting skills as they enjoy creating story props. They delight in imaginative play as they play together outdoors and make pies in the mud kitchen. Children act out roles as they play in the home corner and show care for the baby dolls. Staff sit and engage in conversations with children. They provide group sessions that are planned for children's age and stage of development. Children show a love for books and this is reinforced at home as they enjoy taking home weekly story sacks. Children enjoy sitting and reading stories with staff in the story corner and enjoy group times where they actively take part in stories, songs and rhymes.

### Personal development, behaviour and welfare are good

Children are very happy in the pre-school. They confidently know the routines which helps foster their well-being. Staff are in tune with children's individual needs and ensure their care need are effectively met. They offer praise and encouragement to children which helps them to persevere and achieve set tasks. Older children show great confidence with accessing the toilet independently and staff work well with parents to support younger children who are toilet training. Children's good health is promoted well. Children spend lots of time outdoors each day being physically active and benefit from plenty of fresh air. They enjoy a range of healthy snacks and drinks.

### Outcomes for children are good

Children gain key skills in preparation for school. The regular monitoring of children's progress ensures that any gaps in learning are identified and addressed. Children are motivated to learn. They are self-confident and self-aware. Children are developing good literacy and mathematical skills. They spend time in the writing area and enjoy making marks. Older children are beginning to form recognisable letters in their name. All children are encouraged to recognise their names as they self-register. Children are gaining a good awareness of shapes and numbers. They enjoy creating shape pictures and count during play. Children demonstrate good problem-solving skills as they use the construction pieces and follow instructions to successfully build large wheeled toys.

## Setting details

<b>Unique reference number</b>	218132
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10065988
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	51
<b>Name of registered person</b>	Dosthill Park Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP520122
<b>Date of previous inspection</b>	13 November 2015
<b>Telephone number</b>	

Dosthill Park Pre-School Playgroup opened in 1992. The playgroup is open Monday to Friday from 8.30am until 4pm during term time only. The playgroup provides funded early education for two-, three- and four-year-old children. There are seven staff employed and all hold a qualification between level 3 and level 6.

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