

Dragonflies Pre-School

Ducis Village Hall, Chicks Lane, Collingbourne Ducis, Marlborough,
Wiltshire SN8 3UH



Inspection date	11 June 2019
Previous inspection date	27 April 2016

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

- Leaders and staff have developed effective partnerships with the linked school, which support children's confidence when they move on to their future education. For example, children take part in joint activities and they become familiar with school life.
- Leaders and staff use self-evaluation effectively to identify areas for improvement and ensure positive outcomes for children. For example, the enthusiastic manager and her staff provide a stimulating learning environment, indoors and outdoors.
- Children are motivated learners. They make good progress in their learning from their individual starting points. Leaders use funding effectively to ensure any gaps in children's learning quickly narrow.
- Partnership with parents is strong. Leaders and staff value parents highly and involve them in all aspects of their children's learning. For example, staff send home tasks, such as bug hunts for children and parents to engage in together, to help extend children's learning at home.
- Leaders and staff support children and their families well. They work in effective partnerships with other professionals to support children's care, welfare and learning needs.
- Children behave well and staff are good role models. They teach children how to be kind to others. For instance, older children quickly notice when younger children need help fastening their coats and offer them assistance.
- Staff do not consistently make the most of some group activities to engage all children to promote their learning. At times, some children become restless and unsettled.
- At times, staff do not encourage children to take care of their environment, such as taking off muddy boots when they come indoors.

What the setting needs to do to improve further

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

- improve the organisation of adult-led group activities to make it easier for children to consistently remain interested and engaged in all learning opportunities
- encourage children to show concern for their environment and understand how they can help keep their play areas clean.

Inspection activities

- The inspector observed activities and the quality of teaching throughout the pre-school.
- The inspector held discussions with the leadership team. She spoke with children and staff at appropriate times.
- The inspector looked at a sample of documentation, including staff suitability checks and policies. She viewed planning records and documentation relating to children's progress.
- The inspector took into account the views of parents.
- The inspector conducted a joint observation of staff practice and discussed how the manager evaluates the quality of teaching.

Inspector

June Robinson

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Leaders and staff complete regular safeguarding training and know how to recognise signs and symptoms of abuse. They have a clear understanding of the procedures to follow and work closely with local agencies if they have any concerns about a child's welfare. Leaders follow safer recruitment guidelines to ensure new staff are suitable and existing staff remain so. They support the professional development of staff well. For example, leaders observe staff and hold individual meetings that help to improve practice and teaching skills. The well-qualified staff are supported with numerous opportunities to update their professional expertise and raise children's outcomes. For example, training on observation techniques has supported staff in developing a deeper understanding of using their quality observations to make accurate assessments of children's achievements. Leaders make good use of data about children's progress to make changes where they identify weaker areas in learning.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn. They complete accurate assessments to support their planning systems and capture children's immediate interests in play. Staff play alongside children and support their learning and development well. For example, staff model positional language of 'under' and 'on top' with younger children when they are curious when their motion toys have disappeared. Staff encourage older children to use language of 'next to' when they discuss their seating arrangements. Children are supported by staff in fun physical activities and games to give instructions to friends using number language. Staff help children to understand that things such as their physical movements can be counted, so they develop secure mathematical skills to support their future learning.

Personal development, behaviour and welfare are good

Staff meet children's emotional and developmental needs well. For example, they develop secure relationships with children through an effective key-person system. Children enjoy being helpful. For instance, they work together to efficiently tidy away their toys at the end of their playtime. Staff support children's physical abilities well and children have opportunities to be outdoors on a daily basis. Children develop skills of balance and coordination, for example, through regular movement activities where they practise different ways of moving their bodies. Children develop a good understanding of their world. For instance, they take part in walks in the local community. They visit the post office where they learn to use money to buy postage stamps.

Outcomes for children are good

Children gain the skills they need for future learning and starting school. They develop good levels of confidence and are proud to share their achievements, such as the model dinosaurs they construct with moving parts, with others. Children are articulate communicators and enjoy sharing information about their family members and why they are special to them. Children develop their literacy skills well. They listen carefully to staff who model the sounds of letters and quickly recognise the initial letters of their names. Younger children relish joining in with familiar action songs and nursery rhymes.

Setting details

Unique reference number	EY300331
Local authority	Wiltshire
Inspection number	10066877
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	1 - 4
Total number of places	24
Number of children on roll	33
Name of registered person	Collingbourne Pre-School Group Committee
Registered person unique reference number	RP520505
Date of previous inspection	27 April 2016
Telephone number	07883343175

Dragonflies Pre-School registered in 2004. It operates from a room in the village hall in Collingbourne Ducis, Wiltshire. The pre-school operates from 7.30am to 5.30pm Monday to Friday all year round. There are six members of staff who work with the children. Of these, one holds a relevant childcare qualification at level 6 and three others hold early years qualifications at level 3. The pre-school receives funding for the provision of free early education for children aged two, three and four years.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

