

# Dauxwood Pre School Group

Natts Lane, Billingshurst RH14 9EY



<b>Inspection date</b>	24 June 2019
Previous inspection date	24 May 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

## Summary of key findings for parents

### This is a provision that requires improvement

- The provider has failed to notify Ofsted of changes to committee members. This means that Ofsted has not received the information needed to complete suitability checks on all members of the committee.
- Although staff complete child protection training, they do not have a secure knowledge and understanding of wider safeguarding issues. As a result, staff are not fully aware of all the signs that could indicate a child is at risk of being drawn into extreme behaviours and activities that could be harmful to their well-being.
- Staff miss opportunities to challenge children to develop their thinking skills and raise their knowledge and understanding to higher levels.
- At times, the organisation of some large-group activities does not support the youngest children to be fully engaged, in order to develop their concentration skills further.

### It has the following strengths

- The new manager is committed to improving the quality of care and learning for children. She has used her detailed evaluation to develop an action plan and has started making progress towards these improvements.
- Staff know the children well. Staff successfully use their observations and assessments to plan appropriate next steps for children's learning, which helps them to make good progress. Staff regularly share information about children's development with parents and encourage them to contribute.
- Staff develop effective partnerships with teachers that children move on to. This helps to build children's confidence as they become familiar with the school environment.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure Ofsted is provided with all the information needed to determine the suitability of all committee members	12/07/2019
ensure all staff fully understand their responsibilities with regard to the 'Prevent' duty.	12/07/2019

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

- support staff to make better use of opportunities that arise to challenge children's thinking skills so they make even better progress
- strengthen the organisation of group activities to involve all those taking part, to help extend their learning.

### Inspection activities

- The inspector observed the quality of teaching and the impact that this has on children's learning, indoors and outdoors.
- The inspector completed a joint observation with the manager.
- The inspector spoke to children and staff at appropriate times throughout the inspection.
- The inspector spoke with parents and took account of their views.
- The inspector met with the manager to look at a range of documentation, including policies, staff records, self-evaluation, recruitment and training and safeguarding procedures.

#### Inspector

Nicola Edwards

## Inspection findings

### Effectiveness of leadership and management requires improvement

The provider has failed to supply Ofsted with the relevant information needed to determine the suitability of all committee members. However, this does not have a significant impact on children's safety as the committee members do not have unsupervised access to children. Safeguarding is effective. The manager and staff know the signs and symptoms that indicate a child is at risk of abuse or neglect. They know their responsibility to report any child protection concerns promptly. However, they do not know all of the signs that they should be alert to regarding the 'Prevent' duty. Systems for recruitment, induction and ensuring the ongoing suitability of staff are secure. The manager has implemented appropriate supervision systems and meets with staff regularly to identify their strengths and ways to develop their teaching. Parent partnerships are effective. Parents speak highly of the pre-school and how happy their children are. They praise the strong communication that they receive from the manager about their children's care and learning.

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

Staff offer children good opportunities to learn about nature and the world around them. For instance, they delight in seeking out mini-beasts in the garden and collecting them in magnify boxes to examine. Staff support them to look for information in fact books to find out more about the insects they have found. Children have access to a wide range of physical activities to develop their coordination and balance. For example, they enjoy taking part in music and movement classes and exploring the well-resourced outdoor areas. Some carefully carry watering cans to water their seeds in the garden. They help one another to check on their potatoes, lettuces and sunflowers. Others enjoy dressing up as police officers and superheroes to play group games in the garden.

### Personal development, behaviour and welfare require improvement

Effective settling-in arrangements support children to develop strong attachments to their key person. Children are confident and happy. They demonstrate that they feel safe and secure. For instance, they are keen to share toys that they have brought in for show and tell, and demonstrate to visitors how to use equipment. Children's behaviour is good. Staff communicate expectations clearly and support children to understand boundaries. Children are kind and caring. They share toys, invite one another into their play and develop strong social skills. Children develop a good understanding of the world around them. For example, they take part in local community festivals and staff plan a wide range of events to celebrate different festivals and celebrations.

### Outcomes for children are good

Children access a wide range of opportunities to develop their early writing skills. For example, they enjoy using tools to manipulate play dough, confidently make marks using paint and brushes, and They are developing a good understanding of letters and sounds. For example, children can recognise words that start with familiar letters.

## Setting details

<b>Unique reference number</b>	EY486116
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10104215
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Dauxwood Pre School Committee
<b>Registered person unique reference number</b>	RP534335
<b>Date of previous inspection</b>	24 May 2016
<b>Telephone number</b>	01403 785212

Dauxwood Pre School Group re-registered in 2015 and is based in Billingshurst, West Sussex. The pre-school is open Monday to Friday between 9am and 3pm, during term time. It employs six staff, all of whom hold an appropriate early years qualification 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.

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