

Dartmouth Pre-School

South Ford Road, DARTMOUTH, Devon TQ6 9QS



Inspection date	26 June 2019
Previous inspection date	27 June 2018

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

Summary of key findings for parents

This is a provision that requires improvement

- Staff do not have the necessary skills to identify when children's poor behaviour is escalating or have the appropriate strategies to manage this.
- The manager does not deploy staff effectively to ensure they meet children's learning and development needs. Not all children make the progress of which they are capable.
- Staff do not provide enough opportunities for children to play outdoors and engage in purposeful learning. For example, to fully support those children who learn best outdoors.
- Staff do not gather enough detailed information about children's existing skills from parents when they start. This does not support staff to plan effectively on entry to help prepare children for the next stage in their learning.

It has the following strengths

- Parents report that they are very happy with the care that their children receive and that children really enjoy their time at the pre-school. As a result, most children are happy and settled.
- Staff share detailed information about children's experiences with parents on a regular basis.
- Staff encourage children's literacy and mathematical development effectively. There are plenty of opportunities for children to make marks, recognise colours and count.
- Staff support children's independence well. For example, children are encouraged to pour their own drinks and put on their coats.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due date
ensure staff have the necessary knowledge and skills to respond and manage children's behaviour in a positive way	31/07/2019
ensure staff are deployed effectively to meet the individual needs of the children	31/07/2019
ensure that staff make full use of the play areas where children learn best.	31/07/2019

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

- gather more detailed information regarding children's development from parents on entry, to fully support the initial planning of activities for their learning
- provide more challenging activities for children to encourage their participation and engagement in purposeful play and learning opportunities
- consider how the best use can be made of funding to support children with special educational needs and/or disabilities.

Inspection activities

- The inspector observed children at play indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector gathered the views and feedback of parents.
- The inspector held discussions with children and staff.
- The inspector sampled a range of documents, including children's learning records.
- The inspector held a leadership and management discussion with the manager.

Inspector

Johanna Hughes

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. The manager and staff are aware of the procedures to follow in the event of a concern about a child's welfare. The manager has effective systems in place to ensure that staff working with children are suitable. Staff receive regular feedback on their performance. While some staff receive training, the manager does not evaluate how staff need to develop their knowledge and skills to meet children's individual needs. The manager does not consider the most effective way to use additional funding for children with special educational needs and/or disabilities to support their care and learning. The manager gathers information about different groups of children, and as a result has recently increased opportunities to develop children's literacy and maths. The manager has developed positive links with other settings children attend.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Staff do not consistently adapt their teaching styles to enable all children to join in and benefit from activities. For example, staff teach children about the life cycle of a caterpillar and prioritise the older children's needs, but do not engage the younger children's learning and they quickly lose interest. Staff do not actively engage children in purposeful play and learning opportunities. For instance, staff have not identified that when some children play outside, their behaviour and engagement improve. Children enjoy creating their own traffic signs to use with their ride-on toys. Staff support children's early understanding of mathematical concepts well. For instance, children enjoy filling and emptying jugs of water from the outside tap and transporting it to the water tray.

Personal development, behaviour and welfare require improvement

Staff have positive relationships with the children. However, staff deployment is not always effective. For instance, they do not identify how and where children play and learn best. Staff struggle to manage children's behaviour. For example, when children display more challenging behaviour, staff do not have the necessary skills to respond in the most effective way. Staff encourage children to develop independence and a positive awareness of healthy lifestyles. For example, children wash their hands before eating their food and have healthy snacks and packed lunches. They spread jam on their bread to make their sandwiches at snack time. Children show kindness to one another by helping their friends put on their aprons.

Outcomes for children require improvement

Children develop some skills to help them prepare for the next stage in their learning. They are provided with plenty of opportunities to support their mathematical development by counting and recognising numbers. Children are given plenty of opportunities to develop their literacy skills. However, when children show an interest in books and story baskets, staff are not always available to support and extend this interest and learning opportunity.

Setting details

Unique reference number	106107
Local authority	Devon
Inspection number	10085056
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	24
Number of children on roll	18
Name of registered person	Dartmouth Pre-school Committee
Registered person unique reference number	RP905303
Date of previous inspection	27 June 2018
Telephone number	01803 834449

Dartmouth Pre-School opened in 1961 and registered in 1992. It operates from a school hall in Dartmouth, Devon. The pre-school is open between 9am and 3pm Monday to Friday during term time. It receives funding for the provision of free early education for children aged two, three and four years. There are six members of staff, five of whom hold appropriate early years qualifications at level 2 or 3.

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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