

# Dundry Pre-school

The Village Hall, Crabtree Lane, Dundry, North Somerset BS41 8LW



<b>Inspection date</b>	11 July 2019
Previous inspection date	19 October 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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 pre-school leader provides good support for staff. She monitors their practice well and targets training effectively, so the quality of teaching keeps improving. For example, staff have attended several workshops on speech and language. Parents also attend training, which further supports children's learning.
- Children are confident communicators. Staff provide good support for their language skills. They extend children's vocabulary through everyday discussion, such as helping older children to reflect on their learning.
- Children make good progress. Staff work closely with parents and get to know children well. They regularly discuss children's progress and work together to plan for children's care, learning and development effectively.
- Children behave well. Staff use lots of praise and support to encourage children's good behaviour and are consistent in their expectations. Children respond well to this and are kind and considerate to each other.
- Not all staff are confident in using the new assessment system. They have a good knowledge of the children's starting points and current abilities. However, they do not always reflect this in their assessments accurately, to have a full picture of each child's development.
- Staff occasionally lose the attention of the youngest children in whole-group activities and do not use every opportunity to challenge the most able children.

## What the setting needs to do to improve further

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

- embed the new assessment system to help staff to be confident in using it more effectively to accurately reflect their good knowledge of children's development
- improve the organisation of whole-group activities to maintain young children's attention and challenge the most able children further.

### Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector conducted a joint observation with the pre-school leader.
- The inspector held a meeting with the pre-school leader, inclusion officer and nominated person.
- The inspector spoke with staff and children at suitable times throughout the inspection.
- The inspector sampled documentation, including policies and procedures, children's development files and evidence of staff suitability.
- The inspector spoke to a number of parents and took account of their views.

#### Inspector

Elaine Douglas

## Inspection findings

### Effectiveness of leadership and management is good

The pre-school leader involves staff, parents and children in evaluating their provision and identifying effective actions to keep improving practice. She monitors the curriculum well. For example, she has identified mathematical development as an area to improve. Staff are now successful in using all opportunities to support children in this area. The leader has a good understanding of children's overall development and she uses this information well to identify any gaps in learning and ensure children make good progress. Staff work with outside agencies and parents to support children with special educational needs and/or disabilities. They use funding well to help individual children have good outcomes. Safeguarding is effective. Staff have a good understanding of what to do if children are at risk of harm. High ratios of well-deployed staff help to keep children safe. Staff effectively monitor risks and remove hazards.

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

Staff provide good role models as they enthusiastically engage children in planned activities. For example, children listened well and followed instructions as they excitedly joined in with actions of a game. Staff ask good open-ended questions and engage in children's play. They help young children to build their vocabulary and encourage older children to express their thoughts. They give children responsibility for various tasks, which builds their confidence, and they show clear pride in being asked to help. Staff share good information with parents, which helps them get to know the children well and build on their starting points effectively.

### Personal development, behaviour and welfare are good

The consistent staff team builds close relationships with children and their families. This enables children to settle quickly and begin learning as soon as they arrive. Children use a wide range of good-quality resources indoors and outdoors. For example, they develop their large-muscle and coordination skills as they run and jump off the end of a sunken log. Older children use scissors with care and precision. Children have a good understanding of a healthy lifestyle. For example, they make healthy snack choices and engage in good discussions about the importance of vitamins.

### Outcomes for children are good

Children develop good skills from their starting points that prepare them well for school. They become independent in their personal skills and manage their behaviour effectively. Children have good relationships and show empathy when their friends hurt themselves. Children are excited about going to school and eagerly anticipate it. Older children write their names and count with confidence. They listen well and ask and answer questions. Children are creative and enjoy their role play.

## Setting details

<b>Unique reference number</b>	115251
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	10114968
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	Dundry Pre-School Committee
<b>Registered person unique reference number</b>	RP517989
<b>Date of previous inspection</b>	19 October 2015
<b>Telephone number</b>	0117 9643431

Dundry Pre-school registered in 1993 and is located in Dundry, Bristol. It is open Monday to Thursday from 9am to 3pm and on Friday from 8.30am to 2.20pm, during term time only. The committee employs six members of staff, an apprentice and an administrator. The pre-school leader and one other member of staff hold qualified teacher status and four staff hold childcare qualifications at level 3. The pre-school receives funding to provide free early education for three- and four-year-old children.

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