

Inspection of Dunkeswell Pre-School

Unit 6, Culme Way, Dunkeswell, Honiton, Devon EX14 4JP

Inspection date: 8 October 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Outstanding
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The pre-school is a calm, safe and stimulating environment. Children are happy and settled, and have strong relationships with their key workers. Staff provide a well-resourced learning environment with activities that are planned to support children's interests and next steps in learning. Staff are excellent role models; they are caring and respectful in their interactions, therefore children have a high level of respect for each other. Children's behaviour is exemplary. They have a clear understanding of what is expected of them. For instance, children learn to cooperate and share when using the computer tablets. They carefully explain the rules and show each other how to use the timer. Staff encourage children to develop an understanding of their local community. For example, children visit a local farm and take part in the garden society flower show. Partnership with parents is good. Staff use a wide range of methods to communicate with parents, including newsletters and daily communication books. Managers have introduced effective strategies to promote children's well-being by rewarding children when they are kind, helpful or do something well. Children receive a sticker which they can place into their own well-being bucket.

What does the early years setting do well and what does it need to do better?

- Managers think about what is required to enhance the provision. A new low sink area has been installed to support children to be more independent at snack and mealtimes so they can wash their own plates and cups. Staff have reflected on recent sensory awareness training. For instance, they have painted the pre-school in a calm colour and invested in tepees so that children can have quiet and individual time.
- The quality of teaching is good, and staff use a wide range of effective strategies. For example, staff use language to describe objects that they have chosen from the sounds box. Children then guess the object they are describing. Staff support children to repeat the initial sound, which helps them to develop an understanding of letters and sounds. Young children engage in stories, and concentrate for long periods of time when taking part in activities.
- Children are making good progress. Staff set goals for their key children each term based on observation and assessment. Staff make good use of the information that parents provide when their children start at the pre-school. In addition, staff use external assessments effectively to support children with special educational needs and/or disabilities.
- Staff teach children about the importance of a healthy lifestyle. For instance, they talk to children about the fruits they have eaten at snack and encourage children to grow herbs, carrots and peas in the pre-school garden. The cook provides children with nutritious and well-balanced meals, sometimes using ingredients from the garden. For those not having a cooked lunch there is

regular communication with parents about healthy lunch boxes and parents can also donate a healthy snack.

- Children demonstrate an excellent understanding of the rules and boundaries. Staff have high expectations for children's behaviour. For example, before entering the group room and engaging in circle time the practitioner explains the rules to the children. Children listen intently to instructions. They learn to share and take turns spontaneously. They can deal with minor issues themselves and are extremely kind to one another.
- Children's early literacy skills are well supported. Staff provide engaging opportunities throughout the pre-school for children to practise mark making. For example, children learn to explore early mark making by using a chalkboard to write their recipes in the mud kitchen and they enjoy using clipboards in the role-play hospital.
- Parents report that communication from staff and managers is strong. They are happy with the care, daily communication and information they receive about their children's learning and development. However, staff do not always share home-learning ideas to fully support parents to build on their children's learning.
- Children experience celebrations such as Chinese New Year. Children with English as an additional language are supported well. Staff support children by using words in their home language and bilingual books. However, staff do not provide many opportunities for children to develop an in-depth understanding of diversity and the differences between themselves and others.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff attend regular safeguarding training. Staff are knowledgeable about the procedures they have to follow if they are concerned about a child. The manager works closely with the staff to develop their awareness and understanding of safeguarding. Staff know the process for making referrals to outside agencies and the policy and procedure to follow with the Local Safeguarding Children Board should there be an allegation against a member of staff. They complete relevant documentation to ensure the safety of children, including risk assessments, medicine forms and accident logs.

What does the setting need to do to improve?

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

- strengthen the process for sharing home-learning ideas to support parents to build on their child's learning at home
- develop further the ways to teach children about diversity and help children to have a greater understanding of people and communities beyond their immediate experience.

Setting details

Unique reference number	105965
Local authority	Devon
Inspection number	10062589
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 5
Total number of places	23
Number of children on roll	34
Name of registered person	Dunkeswell Pre-School Committee
Registered person unique reference number	RP521272
Telephone number	01404 891622
Date of previous inspection	6 January 2016

Information about this early years setting

Dunkeswell Pre-School registered in 1994 and operates from premises in the village of Dunkeswell, Devon. It is open each weekday during term time. Sessions run from 8am to 4pm. The pre-school receives funding to provide free early years education for children aged two, three and four years. There are five members of staff, all of whom hold qualifications at level 3.

Information about this inspection

Inspector

Corinna Laing

Inspection activities

- The inspector and manager carried out a learning walk across all areas of the pre-school to understand how the early years provision and the curriculum is organised.
- The inspector conducted a joint observation with the manager to observe and discuss the quality of teaching.
- The inspector spoke to staff, parents and children at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation. This included staff suitability checks, complaints and the accident log.
- A leadership meeting was held with the inspector, manager and nominated individual for the pre-school.

We carried out this inspection 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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