

# Inspection of Dagnall Under Fives Pre-School

Dagnall Village Hall, Dunstable Road, Dagnall, Berkhamsted, Hertfordshire HP4 1RG

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Inspection date: 14 February 2020

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children settle quickly and are eager to join in with play as soon as they arrive at the pre-school. They have warm and caring attachments with staff and demonstrate they feel emotionally secure. They are able to choose from the wide variety of activities available to them inside. Staff know children well and provide a stimulating learning environment for children of all ages. Staff identify children's individual next steps in learning and provide activities that promote these effectively.

Staff are good role models. A consistent approach to managing behaviour ensures children feel safe, secure and listened to. Children behave well and have good attitudes to learning. For example, they listen to instructions when it is time to go home. Staff help children to understand about taking turns and to share toys. Children learn to be independent from an early age.

Staff have high expectations for children and provide activities that build on what they can already do. Children use their hand-to-eye coordination and small muscle skills well. This is evident as children play with tweezers and try to pick up coloured dinosaurs from a tray. Children enjoy pretend play in the imaginative kitchen area.

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

- The manager has a good vision for the pre-school and offers an inclusive environment for all the children. The manager and her team have been proactive in making improvements since the previous inspection. For instance, children's mathematical development is promoted effectively as staff reinforce and build on children's understanding of counting and numbers.
- Recruitment processes ensure all staff are safe to work with children. The manager works well with the staff to ensure they have regular team meetings, to discuss future plans and the children's individual progress. Staff have opportunities to discuss their practice and performance. A significant strength of the pre-school is the quality of the relationships between staff and children. Children settle quickly due to the very caring and welcoming nature of the staff, and well-established routines.
- Children's independence is very well supported by staff. For example, staff encourage children to pour their own drinks and choose what they would like to do. Older children help to prepare food at snack time, carefully using a knife to cut up cucumber. Staff promote children's developing social skills. For instance, all children come together to eat their freshly prepared snacks at the table. They become increasingly independent, returning their plates and cups after their snack and managing their own personal care. Children have opportunities to enjoy fresh air. They enjoy playing on the small climbing frame and learn how to

use wheeled resources successfully. However, staff do not always consider how they can fully utilise the learning opportunities the outdoor area provides.

- Staff provide good opportunities for children to develop early literacy skills. Older children learn to write their names and recognise the sounds letters represent. Children's communication and language skills are promoted well. For example, they enjoy listening to stories and repeat words from stories they know. Staff read enthusiastically to children and encourage them to predict what might happen next.
- Parents are highly valued as partners and speak very positively about the provision, warmly describing the friendliness of the staff team and how happy their children are to attend. Staff provide parents with regular updates about their child's progress and utilise an online app to aid communication even further. This approach also affords parents frequent opportunities to contribute what their child is learning at home so that staff can build this into their learning.
- Well-chosen activities and resources support children's early mark marking and promotes their enjoyment of writing. For example, older children use pens and crayons. Staff support children's use of mathematical language and understanding of numbers well. However, at times, staff ask closed questions and do not always give children time to think of a response before they offer a suggestion.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers ensure that staff understand how to recognise and respond to a broad range of signs and symptoms which could cause concern about children's welfare. Staff clearly explain how to take action to protect children. They attend training and have regular discussions with their managers and each other to share any concerns they may have about children in their care. They know how and when to report any concerns to relevant agencies. This promotes children's safety and well-being.

## **What does the setting need to do to improve?**

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

- review and enhance the learning opportunities in the outdoor environment for children, particularly for those who prefer learning outdoors
- provide more opportunities and time for children to think about how to respond to questions they are asked.

## Setting details

<b>Unique reference number</b>	EY260853
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10062001
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Dagnall Under Fives Committee
<b>Registered person unique reference number</b>	RP906642
<b>Telephone number</b>	07816358342
<b>Date of previous inspection</b>	20 November 2015

## Information about this early years setting

Dagnall Under Fives Pre-School registered in 2003 and is run by a voluntary management committee. It operates in Dagnall, Hertfordshire. The pre-school is open on Monday to Friday from 9.15am to 12.15pm, during school term times only. The setting offers funded early education for two-, three- and four-year-old children. There are seven staff members, all of whom hold relevant childcare qualifications at level 3 or above.

## Information about this inspection

### Inspector

Kate Robertson

## Inspection activities

- The inspector and manager completed a learning walk throughout the pre-school. They discussed how the early years provision is organised and how the curriculum offered supports children's learning.
- The inspector carried out a joint observation of practice with the manager.
- During the inspection the inspector spoke to parents and carers and took account of their views.
- The inspector held discussions with staff at appropriate times during the inspection and talked to children during activities.
- The inspector had discussions with the manager. She looked at a sample of policies and procedures, staff qualifications and evidence of the suitability of staff.

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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