

# Inspection of Old Dalby Preschool

Primary School, Main Road, Old Dalby, MELTON MOWBRAY, Leicestershire LE14 3LR

---

Inspection date: 3 March 2020

---

## **Overall effectiveness**

## **Outstanding**

---

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Good

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

### **The provision is outstanding**

Old Dalby Preschool is a wonderful environment where children learn and develop exceptionally well. Engaging activities that are based on children's interests and experiences are on offer in well-resourced play spaces. Children thoroughly enjoy coming to pre-school. They are happy and thrive as a result of the care and guidance provided by the staff, who know their needs well. Staff play alongside the children, supporting them as they make choices about what they want to learn. Children safely explore their environment to discover the world around them. The playful environment provides many opportunities for children to show determination and master skills. For example, children construct cars from large boxes. They persevere with sticky tape and scissors to create seat belts and other details as part of their design. Staff are proud of the children when they achieve something.

The pre-school is an oasis of calm, purposeful learning. It is filled with singing, stories and joy. Opportunities for children to develop as unique, independent learners, with the support of considerate staff, makes this setting an excellent and happy place to be. Children learn the importance of being independent and trying their best. They learn how to play and work together. Staff have high expectations of all children, and well-considered opportunities support even the youngest children to take turns and help each other. For example, older children model manners and turn taking with younger children as they use the slide and climbing frame.

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

- Managers and staff are extremely ambitious. They are highly committed to inspiring children to love learning and achieve well. Children make choices and learn by asking questions and showing curiosity. The curriculum developed for children is ambitious and delivered well by staff. It builds on children's knowledge as they seek out learning opportunities, giving them the rich experiences they need to succeed.
- Adults take every opportunity to engage with and observe children while at play. Staff use a range of strategies to know when and how to interact with children. This is because they understand how children learn. For example, children learn new skills using ribbons to tie knots around a tree after exploring how to combine materials in construction. This learning is consolidated in the daily activities as children learn to tie shoelaces and put up shelters.
- The promotion of children's literacy and their speech and language is excellent. Children love books and singing. Staff use signs and picture cards to accompany simple spoken words to assist children in communicating socially. Children's language and vocabulary skills are developed through maximising opportunities

to communicate and ask questions in social situations. This, alongside the respect they have for each other, is exemplary. For example, children have a 'talking jar', which contains random objects. This promotes discussion and encourages children to ask questions about the world around them. Staff use this time to extend and clarify children's thinking.

- Staff fully understand the needs of children with special educational needs and/or disabilities. They are very well supported and enjoy the full range of experiences the setting has to offer. No one is left out. All children learn about similarities and differences, both locally and in the wider world.
- Adults use repetition, rhyme, actions and visual props brilliantly to bring stories and songs to life. They make group time very special, capturing children's attention and respecting the needs of the mixed age groups. For example, anticipation in a peekaboo game makes children squeal with excitement and delight. Children join in repeated phrases during story time and use the characters to re-enact the story of 'The Gingerbread Man'. Children of all ages and abilities are effortlessly engaged.
- Managers and staff recognise when children and families need extra support. Interventions happen quickly and are identified early on. This ensures children make progress and get the help they need to access learning and to transition effectively into school.
- Partnerships with parents are excellent. Parents say they feel supported emotionally and feel part of a community within the setting. Staff are quick to check with parents about children's experiences and what they know and can do when they first start. Staff use this information about children to plan appropriate and targeted learning opportunities. They make the most of every moment to promote children's development. As a result, children's confidence, skills and knowledge grow rapidly.
- Staff say they feel respected, valued and motivated to become the best they can be. They show excellent teamwork and help develop each other's knowledge by taking lead roles in subject areas. Together, they lead high-quality learning, with the children at the heart of everything they do.

## Safeguarding

The arrangements for safeguarding are effective.

Managers prioritise children's safety and welfare. Staff know children and their families extremely well. All staff have comprehensive safeguarding training and are highly vigilant. Concerns are reported quickly to managers and, where necessary, outside agencies. Staff work diligently with other professionals to keep children safe. Managers and staff are well informed about a wide range of risks. Policies and procedures are robust and clear. Managers regularly evaluate the effectiveness of practice and the ongoing suitability and knowledge of staff. Staff have a deep understanding of the importance of being alert to children's emotions. The manager ensures responsibilities are fully understood.

## Setting details

<b>Unique reference number</b>	EY414047
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10064493
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	The Old Dalby Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP522555
<b>Telephone number</b>	01664823100
<b>Date of previous inspection</b>	9 July 2015

## Information about this early years setting

Old Dalby Preschool is a committee-run group originally established in 1970. It re-registered at new premises in 2010. The setting operates in a building on the Old Dalby Primary School site, which is situated in Old Dalby, Leicestershire. The setting employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and two at level 6, including two with early years professional status and qualified teacher status. The setting opens from Monday to Friday during term time only. The morning session is from 9am until midday and the afternoon session is from 12.30pm until 3.30pm. There is a lunch club from midday until 12.30pm. The setting also opens for a holiday club during the summer. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Donna Edwards

## Inspection activities

- The inspector viewed all areas used by the children. She completed a learning walk with the manager to discuss how the setting and learning for children are organised.
- The inspector spoke to the children, staff, managers and parents at convenient times throughout the inspection.
- The inspector observed a range of activities and assessed the quality of education and the impact on all children's learning and development.
- The inspector carried out a joint evaluation of an activity with the manager.
- The inspector took account of parents' views during the inspection by speaking to them and discussing progress, induction and the effectiveness of communication.
- The inspector sampled a range of documentation, including training certificates, records of attendance, safeguarding policies and suitability records of the staff and committee.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2020