

Inspection of Great Doddington Village Preschool

10 Church Lane, Great Doddington, Wellingborough NN29 7TR

Inspection date: 22 November 2021

Overall effectiveness	Requires improvement
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Requires improvement
Leadership and management	Requires improvement
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Overall, children benefit from a safe and secure environment and settle quickly when their parents or carers drop them off. They put their self-registration stone into the basket and rush to explore the activities on offer. However, the management team has not shared all required information with Ofsted. Children have opportunities to find out about the world around them, such as different minibeasts. They find a worm in the garden and rush to tell staff what they have found. Staff encourage their learning by asking them to think about what it needs to live. Children find soil for the worm to hide in and suggest that it might like to eat a leaf.

Children's behaviour is good. This is because staff have clear and consistent expectations. When children need support to resolve minor conflicts, staff sensitively explain to them how their actions may make other children feel. This helps children to manage their own behaviour and consider the feelings of others. Children learn to be independent. They put their own coats and wellington boots on before they go outside. At snack time, staff encourage children to pour their own milk carefully into china cups. Children tell visitors that they have to be careful or the cups might break.

Children benefit from an exciting, well-planned curriculum that focuses on the next steps in their learning. For example, children further develop their physical skills as they safely make their way up a plank of wood attached to the climbing frame. They hold their arms out wide to help them balance, and they smile with delight when they reach the top.

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

- Staff find out detailed information from parents about their child's past experiences and what they enjoy doing at home. They identify that some children do not have as many opportunities to bake or cook. This is considered, and staff plan opportunities for children to bake cakes ready for Christmas. They encourage children to work together to carefully weigh out the ingredients. Children focus well as they take turns to mix and prepare the cakes ready for the oven.
- Staff provide opportunities for children to develop their counting skills. They encourage children to count how many legs they can see on a woodlouse and compare this to how many legs they have. Later, they count how many boxes they can balance to make a tall tower. Children and staff laugh together as the boxes fall down, and children comment that they will have to 'start from zero again now'.
- Staff help children to learn about the wider world and provide them with the

opportunity to try new foods. At snack time, children try garlic naan bread and mango chutney. Staff encourage children to think and share their own views. Children talk about what they have eaten and whether they like or dislike the new flavours they have tried. Later, children pretend to make soup in the role-play kitchen. They talk about adding salt to their food. Staff talk to children about whether adding salt to food is healthy or unhealthy. This supports children to develop an understanding of healthy lifestyles.

- Staff constantly talk to children throughout the day. They introduce new words, such as 'enormous', to extend children's vocabulary when describing a worm they have found in the garden. Staff encourage children's questions to help further extend their thinking and understanding. However, sometimes, staff place too much focus on questioning children. This limits the time they have to explore and consolidate their independent learning.
- The manager is committed to the continual improvement of the pre-school. She knows what the pre-school does well and what she would like to develop next, such as further developing the sensory area. Staff receive regular supervision and attend appraisal meetings. They speak positively about accessing online training. Staff consider the impact that training has on their practice. For example, they recognise that this has helped them to provide more focused support for children with special educational needs and/or disabilities.
- Partnerships with parents are strong as there is good communication between the pre-school and home. Parents comment that they know who their child's key person is but they feel able to speak to any member of staff. They say that all staff know their children very well. Parents enjoy using an app to look at photos of activities their children have been doing, and they contribute by adding activities they have done at home. This helps to maintain a collaborative approach to children's learning.
- The management team has not informed Ofsted of a change to committee members. Consequently, Ofsted has not been able to undertake the required safety checks to clarify the suitability of these new members. However, the new committee members do not have contact with children. This means that the impact on children's safety is minimised.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand how to record any concerns they may have about children's safety and welfare. They have a robust understanding about the signs and symptoms of abuse. Staff discuss safeguarding at monthly staff meetings to ensure that their knowledge is always kept updated. They complete risk assessments for any outings children go on and for areas of the pre-school, such as the garden. This means that children are kept safe and risks are minimised. Staff carry out a fire drill with children every half term. Children know how to evacuate the building quickly and safely in the event of a fire.

What does the setting need to do to improve?

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

	Due date
ensure that information is provided to Ofsted about a change to committee members.	22/12/2021

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

- consider how staff provide children more time to explore and consolidate their learning independently.

Setting details

Unique reference number	EY552903
Local authority	North Northamptonshire
Inspection number	10174584
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	24
Name of registered person	Great Doddington Preschool CIO
Registered person unique reference number	RP552902
Telephone number	07940333784
Date of previous inspection	Not applicable

Information about this early years setting

Great Doddington Village Preschool registered in 2017. It is located in Great Doddington, Northamptonshire and is managed by a committee. The pre-school employs seven members of childcare staff. Of these, five hold appropriate qualifications from level 3 to level 5. Two members of staff hold qualified teacher status. The pre-school opens from Monday to Friday during term time only. Sessions are from 8am to 9am for breakfast club, and from 9am to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Emily Lofts

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the pre-school.
- The inspector and the manager had a learning walk to understand how the curriculum is organised.
- The inspector and the manager carried out a joint observation of a member of staff interacting with children.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector held a meeting with the manager to find out how the nursery has developed since they registered, and how they would like to improve further.
- The inspector spoke to parents and carers to find out their views. Written feedback was also viewed and considered.

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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