

Inspection of Dartmouth Pre-School

South Ford Road, DARTMOUTH, Devon TQ6 9QS

Inspection date: 9 May 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children are welcomed by friendly and attentive staff as they arrive. They enter the setting happily, show high levels of confidence and emotional security and form close relationships with the adults who care for them. Children greet staff affectionately with cuddles and approach visitors with interest to introduce themselves. Children make friends and play together well. For example, they listen to and implement each other's ideas during imaginative games.

Children explore the pre-school with curiosity. For example, older children enjoy filling containers to transport and pour water and talk about items that float. Children make some progress in their learning. They count, communicate their needs and benefit from hearing staff sing well-known nursery rhymes regularly. However, staff do not plan a challenging curriculum that builds on each child's next steps in learning consistently. At times, children do not receive the necessary support and interaction to build on what they already know and can do. For instance, staff lead a group activity that children enjoy and know well, but do not have high enough expectations for each child's learning to help them make good progress.

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

- Since the last inspection, the manager has developed staff's safeguarding knowledge significantly. Furthermore, they now obtain the required information for each child attending the setting to promote children's welfare and help to provide continuity in their care.
- Staff talk positively of their relationships with each other and the manager. However, the provider does not monitor the manager's and staff's practice effectively or provide targeted support and coaching for their professional development. Consequently, the quality of education for children is variable and there is no clear plan for how leaders intend to support each member of staff.
- The manager and staff have begun to develop the curriculum since the previous inspection. For example, they now take account of children's emerging interests to plan activities that capture children's attention. However, they do not consider how to challenge each child and extend their learning further. For example, staff plan for children to learn about the process of melting ice, but do not support the older children to investigate, talk about their ideas and solve problems independently. The children lose interest and become disengaged.
- Staff observe children and assess their stage of learning accurately. This helps them to recognise when children may benefit from additional support. The manager and staff work closely with parents and outside agencies to provide complementary and effective support for children who need extra help.
- Staff model a broad vocabulary and the correct pronunciation of sounds for

children. Children learn new words and recall them appropriately in context, such as remembering that caterpillars turn into butterflies. Staff do not always provide good support and encouragement for children to speak, including at mealtimes. Children spend too much time playing and watching others without talking.

- Parents comment on the close relationships between their children and the staff. They feel strongly that their children enjoy attending the pre-school and look forward to seeing their friends and the staff at their next session.
- Children develop good social skills and are keen to help their friends and staff. For example, older children helpfully set chairs out for the other children to sit on during group activities. Children listen to and follow staff's instructions and behave well.
- Children learn to manage their self-care needs independently and confidently. They take off and put away the aprons when they have finished with them, pour their own drinks and put on their shoes. Children proudly call out 'I did it' to share their achievements with staff.

Safeguarding

The arrangements for safeguarding are effective.

The manager, who is the designated safeguarding lead, and staff have updated their knowledge of safeguarding successfully. They now understand how to identify concerns about a child's welfare and know how to record and report these. The manager and staff identify and manage risks effectively to provide a safe and secure environment for children. For example, they are quick to notice spilled water on the floor and wipe it up to prevent children from slipping and slice small pieces of fruit appropriately to reduce the risk of choking.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
develop the planning of the curriculum to build more precisely on what each child knows and can do and provide good challenge consistently	30/05/2022
develop staff's interactions with children to ensure all children receive good support and encouragement to develop their speaking skills	30/05/2022

improve the monitoring, support and coaching for the manager and staff to strengthen the quality of their practice with regard to meeting children's individual learning needs.	30/05/2022
---	------------

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

- provide more support for children to develop their confidence and skills to try to solve problems independently.

Setting details

Unique reference number	106107
Local authority	Devon
Inspection number	10217057
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	11
Number of children on roll	13
Name of registered person	Dartmouth Pre-school Committee
Registered person unique reference number	RP905303
Telephone number	01803 834449
Date of previous inspection	2 November 2021

Information about this early years setting

Dartmouth Pre-School opened in 1961 and registered in 1992. It operates from a hall in Dartmouth, Devon. The pre-school is open between 9am and 3pm from Monday to Friday, during term time. It receives funding for the provision of free early education for children aged two, three and four years. There are five members of staff employed. The manager holds an early years qualification at level 6, one member of staff is a qualified primary school teacher and two staff hold early years qualifications at level 3.

Information about this inspection

Inspector

Sarah Madge

Inspection activities

- The inspector discussed any continued impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector carried out a joint observation of a group activity with the manager to reflect on the planning and implementation of the curriculum.
- The inspector spoke to children and parents to obtain their feedback.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of 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.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2022