

Inspection of Great Dalby Pre-School Playgroup

The Village Hall, Top End, Great Dalby, Melton Mowbray, Leicestershire LE14 2HA

Inspection date: 26 May 2022

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	Inadequate

What is it like to attend this early years setting?

The provision is good

Children receive a warm welcome as they arrive at the pre-school. Staff stand at the door and greet them by name. Children understand the routines of the day. They know that before they go to play, they are to wash and dry their hands. Children enjoy taking part in snack time. They pass their friends plates and food, making sure to give their friends their favourite coloured plate. Staff create a menu and draw a picture of the snack. They write the name of the food and the number of items to take. When children ask what the snack of the day is and how much they can have, staff remind them to read the menu. Children of all ages do this and begin to recognise that words have a meaning.

Children develop a love of reading and use books both at home and the pre-school. They vote for the book that they want to listen to at pre-school that day. Children add counters to a jar and understand how the voting system works. Staff sit with children as they choose a library book to take home to read. Staff ask children who they might like to share a book with at home and talk about reading a book before bedtime. Children enjoy playing outdoors. They balance successfully on bikes as they weave around the equipment and their friends.

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

- Since the last inspection, the committee has ensured that all individuals associated with the running of the pre-school are known to Ofsted.
- Staff know the children in their care very well. They know what they want children to learn next and why. Staff understand the importance of children developing skills that will help prepare them for the next stage in their learning, particularly for when they go to school.
- Staff complete regular assessments which provide them with information about children's abilities. They use this information to identify any gaps in children's development. Children are then provided with targeted support to help them catch up. For example, they are provided with small-group sessions where focus is placed on developing children's communication and language skills.
- Staff skilfully introduce mathematical language into children's play. During group activities, children count to double figures as they join in with their friends, counting until they get to the correct date in the month.
- Staff work well with other professionals and parents to support children with special educational needs and/or disabilities. All staff know these children well and recognise what interests them. Staff use this knowledge to provide activities to help children develop in their learning.
- Staff constantly praise children for their achievements, which builds their confidence and self-esteem. Children are keen to give things a try and take pride in what they do. For example, they enjoy showing visitors the pictures they have

drawn. They write their name on their drawing and carefully place their creations in their drawer.

- Staff act as good role models for children. They show children how to resolve conflict well. For example, when children say 'stop', staff talk to them explaining that their friends did not understand why they had said stop and nothing else. Children say sorry to their friends without prompting. However, at times when children run inside, staff are not consistent as to whether this is allowed or not.
- Staff help children to develop their communication and language skills. They engage children in thoughtful conversations throughout the day. For example, when young children stir their creations in the mud kitchen, staff repeat key words. Staff and children sing nursery rhymes, and act out the movements that go alongside the songs.
- Leaders ensure that staff receive regular professional development opportunities to develop their practice. Staff have taken part in training which has developed their knowledge of the importance of helping children to use their imagination as they play. As a result of this training, staff provide resources such as crates and cardboard boxes. Children spend considerable time playing with these items and develop excellent imagination skills as they pretend that the boxes are a space rocket.
- Leaders communicate well with parents; they share information with them about their children's development. Staff also liaise well with schools that children will be moving on to. However, they do not share information with other settings that children also attend while they attend pre-school. In addition, staff do not always provide parents with ideas as to how they can further support their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff can recognise signs which might indicate that children are at risk of harm. They know which professionals to contact if they do have concerns about children's welfare. Staff know what behaviours are expecting of them, and know how to raise a concern if they witness inappropriate behaviour of adults towards children. Managers ask staff safeguarding questions to ensure that their knowledge is up to date. Staff keep children safe during their time at the pre-school. Doors remain locked, and staff tell each other when children move between the inside and outside so that they can supervise well.

What does the setting need to do to improve?

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

- strengthen partnerships with parents and other settings that children attend, to promote consistency with learning

- support staff to provide consistent messages to children so they understand the rules, in particular when inside.

Setting details

Unique reference number	226329
Local authority	Leicestershire
Inspection number	10243181
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	24
Name of registered person	Great Dalby Pre-School Playgroup Committee
Registered person unique reference number	RP522973
Telephone number	07496 453602
Date of previous inspection	29 November 2021

Information about this early years setting

Great Dalby Pre-School Playgroup registered in 1992 and is situated in Great Dalby, Leicestershire. The pre-school employs four members of childcare staff. Of these, one holds an appropriate early years qualification at level 2, two hold level 3 and the manager holds level 4. The nursery opens during term time. Sessions are Monday and Friday from 9am until midday and on Tuesday, Wednesday and Thursday from 9am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Christy Dave

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate 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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