

# Inspection of Dudley Pre-School

The John Willie Sams Centre, Market Street, Dudley, CRAMLINGTON,  
Northumberland NE23 7HS

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Inspection date: 4 October 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 Good

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

### **The provision is good**

Children do well in this happy and nurturing environment. Staff are kind and welcoming to children and spend lots of time playing with them. They quickly form strong and caring bonds. These secure attachments help children to feel safe and confident to explore the many toys and resources. Children behave well. They respond positively when adults remind them to share toys and encourage them to use good manners. Children learn good hygiene routines, such as washing their hands regularly and using tissues to wipe their noses. This supports their growing independence and helps to stop the spread of infection.

Children have fun at the pre-school and show great enthusiasm for learning. They use real-life props and resources imaginatively in their role play, such as real cups and pots, as they pretend to make tea for the staff. Children are curious and absorbed as they experiment with making marks, as they draw pictures to take home. Children listen intently to a story about animals. They take part enthusiastically as they make predictions, recalling the story and retelling it to their friends.

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

- The manager and staff value their partnerships with parents highly. Parents are kept informed about every aspect of their child's care and education. Parents comment that 'children are eager to go to pre-school'. They say that the staff extend support to parents with issues, such as behaviour management and accessing professional support for their children.
- The staff team constantly reflects on the quality of the provision and aims to make improvements. Staff have regular supervision sessions. However, opportunities to identify professional development opportunities to strengthen their existing knowledge and raise the standard of education, are not always fully maximised.
- Staff get to know children well from the start. They gather information from parents to help tailor settling-in sessions, to support children's individual needs and interests. Staff plan activities that allow children to take the lead in their own learning. As a result, children are eager to engage in activities.
- Children's communication skills are supported very well. For example, they talk to children throughout the day, and use lots of repetition to help them learn and remember new words. Where children are still developing their speech, staff teach them to communicate their needs using pictorial prompts, objects or gestures. This helps all children, including those with special educational needs and/or disabilities (SEND), to communicate their needs.
- Children are beginning to develop a secure understanding of mathematics. They concentrate well as they count to five and start to recognise simple shapes. Staff

further extend their learning as they introduce the concepts of 'half' and 'quarter'. They discuss these with children when sharing the dough with their friends, cutting the dough into two and when handing out fruit at snack time.

- Behaviour throughout the playgroup is good. Staff support children to understand what is expected of them. Children make independent choices in their play. They develop an understanding of sharing with and caring for their peers.
- Staff have high expectations for children. All children, including children in receipt of funding and those with SEND, make good progress. Staff know their individual children well and talk about them with interest and affection. They monitor children's progress and plan experiences to build on what children already know and can do.
- Generally, staff support children's learning effectively during planned activities. However, at times, staff do not provide children with time to process their thoughts and express their ideas, to develop thinking and reasoning skills.
- The manager and staff are proactive in encouraging children to access and use books. They take them to the library which is in the same building. As a result, children are beginning to enjoy books. For instance, younger children competently choose books. They settle down to read these, handling them carefully, turning the pages and chattering as they pretend to read.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers and staff show a good understanding of their responsibilities with regards to protecting children and keeping them safe. They recognise the main types of abuse. These include the signs and symptoms that would alert them to a child being abused or mistreated, and when they may be at risk from extremist views. They have completed safeguarding training and update their knowledge in regular staff meetings, along with information and training on wider safeguarding issues. The manager carries out thorough checks when they recruit new staff, to assess their suitability. New staff have a robust induction to help them to become familiar with the pre-school's procedures, including their safeguarding policies.

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

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

- give children enough time to process their thoughts and express their ideas, when responding to questions
- use evaluation to identify professional development opportunities, to strengthen existing knowledge and further enhance the quality of education.

## Setting details

<b>Unique reference number</b>	EY481361
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	10229701
<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 at time of inspection</b>	2 to 3
<b>Total number of places</b>	20
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	Dudley Pre-School Community Interest Company
<b>Registered person unique reference number</b>	RP903280
<b>Telephone number</b>	07585702262
<b>Date of previous inspection</b>	13 October 2016

## Information about this early years setting

Dudley Pre-School registered in 2014 and is located in Dudley, near Cramlington. The pre-school employs five members of childcare staff. Four hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday, during term time. Sessions are Monday, Wednesday, Thursday and Friday from 9am to 12pm, and Tuesday from 12pm to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Eileen Grimes

## Inspection activities

- This was the first routine inspection the provider 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 her evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery, and discussed the early years curriculum.
- 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 observed the interactions between staff and children.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to all parents during the inspection and took account of their views.

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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