

Inspection of Corfe Castle Community Pre-School

East Street, Corfe Castle, Wareham, Dorset BH20 5EE

Inspection date: 13 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive excited to start a new day at this pre-school. They are welcomed by staff who eagerly greet them with smiles. Children who are new to the setting are given the time they need to settle. Once they are ready, staff sensitively involve them in activities. They quickly build their confidence to enjoy playing with others. Children interact with a wide range of resources and become absorbed in their play. They experiment by sliding different objects down ramps, pour drinks for the baby dolls and paint their own pictures at the easel.

Children feel safe. They snuggle up in cosy corners, knowing that staff will notice them and share stories with them. Children learn new words. Staff pick up on what children are interested in and explore ambitious new vocabulary, such as 'nocturnal', 'collapse' and 'gloomy'. They talk about what these new words mean.

Children know how to play safely. Staff teach them how to use equipment carefully and explain why rules are important to keep them from harm. Children behave well and respond positively to staff. They are encouraged by staff to 'have a go' and are developing independence. For example, children get ready for lunchtime by washing their hands and collecting their lunch boxes.

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

- Leaders have a clear vision of what they want children to learn. They have a strong emphasis on developing children's language. Staff model language to children while they are playing. They provide a commentary of what children are doing so that children can begin to associate new words with their actions. Children begin to use new vocabulary when talking with other children. For example, staff describe the colours and shapes of children's pictures. Young children respond by enthusiastically telling staff about details in their pictures, such as, 'This is the toothy fairy!'
- Leaders evaluate their setting accurately. They know what is going well and are motivated to enhance children's experiences at the pre-school. Leaders cultivate a culture of support for staff and provide them with training and regular feedback. This gives staff the knowledge and confidence to skilfully interact with children and prepare them for future learning. For example, staff provide lots of opportunities for children to further develop their fine motor control in preparation for early writing skills. Children maintain their concentration, threading small beads while staff show them how to use the pincer grip they will need when they use pencils.
- Leaders use assessments to identify specific gaps in children's learning. They make appropriate referrals to external agencies to make sure that children get the support that they need. Staff are knowledgeable about children's specific

needs, and they provide some activities to support them. Occasionally, children with special educational needs and/or disabilities (SEND) do not always receive the targeted support they need to make rapid progress.

- Staff foster a love for books among the children. They provide a selection of carefully chosen texts and read to them at moments throughout the day. Staff set up activities that help children get to know characters in stories. Children stick up tiger pictures from the 'story of the week' and talk about these with staff. Staff question children about what they see in books. They encourage children to count objects in number books. As they grow in confidence, children begin to count objects in books on their own and are proud of their achievements.
- Children have a positive attitude to their learning and play. Staff gently convey high expectations of children's behaviour through their interactions with them. They encourage children to share with each other and to take care of objects. Staff trust children with 'real life' items, such as a ceramic teapot and cups. Children are taught that some things are fragile and to handle items with care.
- Staff are sensitive to children's care routines. Children use the toilets with appropriate independence and do so with confidence as they know staff are there to support them. Staff teach children how to be healthy. Children enjoy practising cleaning their teeth in front of the mirror, and staff talk to children about why it is important to look after teeth.
- Parents are enthusiastic in their praise of staff's support for their children. They appreciate the time staff take to get to know their children. Staff work with parents to decide which areas of development would be most beneficial for their child.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that all staff have a good understanding of their responsibility to keep children safe. Staff are alert to signs of abuse and know what actions to take to help protect children. Should they have concerns about a member of staff's conduct, they know what procedures to follow. Leaders follow safer recruitment procedures to ensure that suitable staff work with the children. The premises are safe and secure. Staff are aware of risks during trips and make sure that children follow instructions to keep them safe.

What does the setting need to do to improve?

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

- provide more targeted support for children with SEND to help them make more rapid progress and close gaps in their learning.

Setting details

Unique reference number	EY304471
Local authority	Dorset
Inspection number	10232994
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 11
Total number of places	30
Number of children on roll	48
Name of registered person	Corfe Castle Community Pre-School
Registered person unique reference number	RP905846
Telephone number	01929 481631
Date of previous inspection	24 January 2017

Information about this early years setting

Corfe Castle Community Pre-School opened in 1997 and was previously known as Corfe Castle Community Nursery. The pre-school is run by a committee and operates from purpose-built premises that are situated next to Corfe Castle First School, in Dorset. The pre-school operates five days a week during school term time, and sessions run from 8.50am to 3pm. An out-of-school club runs every weekday, from 3pm to 5.30pm. There is a team of six staff, five of whom work directly with the children. All staff who work with the children have an early years qualification. The pre-school receives funding for the provision of free education for children aged two.

Information about this inspection

Inspector

Jonathan Payne

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 their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector spoke with children to find out about their time at the pre-school.
- Staff spoke to the inspector during the inspection.
- 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 showed the inspector documentation to demonstrate the suitability of staff.
- The inspector spoke with parents and took their views into account.

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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