

Inspection of Stalbridge Pre-School

Stalbridge Pre-School, Duck Lane, Stalbridge, Dorset DT10 2LP

Inspection date: 14 October 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Staff welcome children into this very inviting setting and children show that they feel exceptionally safe and secure as they confidently leave their parents at the door. Staff have high expectations of all children and enticing activities are arranged to challenge and excite the children. Children are highly engaged in their learning for long periods and show delight when they encounter something new.

Children are exceptionally well behaved and respectful to each other, and staff are excellent role models. Staff promote the 'golden goals', such as using 'kind hands' and taking turns. The children reflect these aspirations and behave impeccably. Staff challenge children to problem solve when a solution is not straight forward and support them to become resilient learners.

Staff ensure that every area of learning is covered, and nothing is left to chance. The setting is extremely well organised, and every corner offers another fascinating area of discovery, which children are eager to explore. Staff refresh areas to ignite the children's imaginations. For example, the outside hut is developed into a market garden, where children can weigh and sell seasonal vegetables.

The outside area has been very thoughtfully designed with children's learning at its heart. Children have multiple opportunities to stretch themselves physically and imaginatively. Staff support children to master balance on obstacles and ride-on toys and children immerse themselves in role play in the construction area.

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

- The quality of teaching is excellent and staff ensure that children do not miss any learning opportunities. Staff design a clear, well-thought-out curriculum, which covers all areas of learning and challenges the children. Children are curious and highly driven to learn. They talk excitedly during activities and staff intuitively extend their learning, so they develop detailed knowledge.
- Staff are excellent teachers and have a clear vision of what they want children to learn. The manager fully supports staff to understand each child's learning and development by splitting the curriculum down into manageable chunks.
- Children are extremely independent. Some children act as helpers at snack time and use a checklist of tasks to ensure everything is ready. They know the routine and prompt staff when activities change during the day. For example, a child reminds staff to play the song at tidy-up time.
- Children use the story board to retell familiar stories to their friends. They learn the structure of a story and rejoice when joining in with the known phrases. Children communicate fluently and relish learning new vocabulary. They are inspired to join in at circle time and voice their opinion.

- Staff have high ambitions for all children, including those with special educational needs and/or disabilities. Working with parents and professionals, staff undertake regular targeted training to close the gaps in learning for children who need extra support. This ensures that no child is left behind. All children flourish. Parents feel supported by staff who care about their children's future.
- Children feel exceptionally safe and secure. Staff skilfully weave a unique sense of belonging throughout the setting. Children are assigned a group and colour, and this is reinforced in registration and in coloured stickers to denote their belongings. In small-world play, staff use pictures from home, such as photos of children's houses, to make learning come alive. Children immerse themselves in meaningful imaginative play.
- Children are highly motivated to use mathematical language. During a water table activity, staff introduce children to new concepts and help them to understand the world around them. For example, they learn how to squeeze a pipette to transfer liquid between containers.
- Children are a delight to talk to and are confident to share what they know. For example, children describe details of their activities, such as pointing to the 'heavy horse' in the matching puzzle. They are equipped extremely well for their next stage in education.
- Staff well-being is exceptionally high on the leadership agenda and staff feel cared for and valued. They are extremely confident to seek guidance, as they know they will receive the highest levels of support. Staff reflect on practice until they find a system that works. Parents speak very highly of the staff, who provide a calm and enabling learning environment.

Safeguarding

The arrangements for safeguarding are effective.

Staff regularly update their vast safeguarding knowledge and are highly confident in identifying the signs of abuse and neglect. They understand the procedures to follow to report any concerns that they might have without delay. Staff regularly discuss any concerns to ensure that nothing is missed. Staff also have an excellent understanding of broader concerns, such as protecting children from extreme views. Children learn about safety and staff support them to take appropriate risks, such as how to climb obstacles safely.

Setting details

Unique reference number	EY419797
Local authority	Dorset
Inspection number	10233778
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	42
Number of children on roll	37
Name of registered person	Stalbridge Pre-School Committee
Registered person unique reference number	RP904505
Telephone number	01963 364 723
Date of previous inspection	24 November 2016

Information about this early years setting

Stalbridge Pre-School registered in 2011 in its current location within the grounds of Stalbridge C of E Primary School in Stalbridge, Dorset. The pre-school is open Monday to Friday during term time only from 8.45am to 3pm. It is in receipt of funding for the provision of free early education for children aged two, three and four years. The pre-school employs six members of staff to work with the children. All six staff have a qualification at level 3.

Information about this inspection

Inspector

Fiona Whitwell

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 nursery and discussed the early years curriculum.
- 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 special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 a joint observation of a group activity with the manager.
- Parents shared their views of the setting and staff 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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