

Inspection of Domino Pre-School

United Reform Church, Home End, Fulbourn, Cambridge, Cambridgeshire CB21 5BS

Inspection date: 19 May 2023

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 are very happy and settled in this setting. They arrive enthusiastically, ready to start exploring and playing. Children enjoy playing in the large garden area. They make birthday cakes in the sand pit, paint walls and ride bikes. Staff provide forest-school sessions and help children to use different tools safely. They support children to make decisions about what is safe. Staff follow children's interests and actively involve all children in deciding what they want to play with. Children's home languages and backgrounds are respected. The setting follows its own bespoke curriculum and all children, including those from disadvantaged backgrounds, make good progress with their learning and development.

Children are deeply engaged in their learning throughout the day. They busily explore the wide range of learning opportunities that staff provide. Staff continually set up new and exciting activities for children to enjoy throughout the day. There is a calm learning environment and children get to know the routines of the setting quickly, which helps them to feel emotionally safe. Staff know children very well and keep them focused on their learning. Children display positive attitudes to learning and to each other. They include each other in their play and are kind and respectful. Minor issues with behaviour are managed quickly by staff. Staff teach children the impact that their behaviour has on others.

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

- Staff promote healthy lifestyles. Children use their senses to explore and taste different fruits. Staff talk to them about what foods are healthy. The setting provides healthy snacks and drinks. Staff work with parents so that children can enjoy healthy packed lunches. Children wash and dry their own hands, and staff encourage them to sit at the table until they have finished eating.
- The setting promotes independence throughout the day. Children hang up their coats and self-register when they arrive. This helps them to have a sense of belonging. Staff encourage children to put on their coats and boots when they go outside. Children help with tidying up throughout the day, which supports them to take responsibility for their environment.
- Children's physical development is well supported. Children climb on the frame outside and ride bikes. Staff incorporate mathematical learning by encouraging children to stop and count while they are riding their bikes. Inside, children build with large construction materials. Staff make the most of the local community, taking children on outings to parks and shops. This helps children to learn about the world around them.
- Skilful teachers help children to develop their listening skills. At circle time, children play with musical instruments. They follow staff's instructions, stopping their instruments when asked. Staff read books, play games and sing songs with

groups of children. Staff extend children's learning through conversation and questioning. However, teaching is not consistently used across the setting to develop children's growing knowledge and vocabulary.

- Staff engage children in conversations about their learning. They help children to create masks of their favourite story characters. Children concentrate hard as they decide how to create their wolf mask, and they use their developing physical skills to use sticky tape and draw. Children dress up as characters from books, and staff use focused texts to develop children's love of books.
- The setting creates positive relationships with parents. Parents speak highly of the staff, commenting on the wide range of learning opportunities that the setting provides. They appreciate the communication they receive about their child's well-being and development. Staff work with parents, providing advice and information on their children's development, which helps them to make progress. Parents are encouraged to join the committee and they take their responsibilities of managing the setting seriously.
- Leaders reflect on how effective their setting is. They have a strong idea of their strengths and areas that they want to continue developing. Leaders support staff with their ongoing professional development. They also support staff with their health and well-being. They carry out risk assessments and make adjustments so that all staff feel fully included.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have developed robust safeguarding policies and procedures. They follow safer recruitment procedures to ensure that committee members and staff are checked before working with children. Staff have a good understanding of safeguarding issues. They know the signs that would concern them that a child may be at risk of abuse. Staff are aware of the importance of preventing radicalisation. They understand how to respond to these concerns, including who they would go to inside and outside of the setting to report any issues.

What does the setting need to do to improve?

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

- develop consistent support for children's learning, communication and language across the setting so that children can learn and use new words and ideas in their play.

Setting details

Unique reference number	221755
Local authority	Cambridgeshire
Inspection number	10285610
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 4
Total number of places	40
Number of children on roll	40
Name of registered person	Domino Nursery School Committee
Registered person unique reference number	RP517129
Telephone number	07551 515 642
Date of previous inspection	12 October 2017

Information about this early years setting

Domino Pre-School registered in 1990 and is managed by a voluntary management committee. The nursery employs 11 members of staff who work directly with the children. Of these, seven hold appropriate early years qualifications at level 3 or above, including two who hold qualified teacher status. The nursery opens from Monday to Friday during term time only. Sessions are from 9am until 3pm on Monday and Tuesday, and 9am to 5pm on Wednesday, Thursday and Friday. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tracy Joyce

Inspection activities

- This was the first routine inspection the nursery has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provision.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- 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 talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out joint observations of group activities 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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