

# Inspection of Donington on Bain Pre School

Main Road, Donington-on-Bain, Louth, Lincolnshire LN11 9TJ

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Inspection date: 13 June 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 happy and confident. Staff build positive relationships with children. This supports children to feel safe and secure to explore the learning environments that staff have created for them. Staff model how to use resources and interact with children frequently. Staff encourage children to make friends and remind them to use kind hands and words. Children notice when their peers sit out and encourage them to join in.

Children are supported by staff to take turns. They talk about children having set amounts of time before it is their turn so that children understand they need to wait. Staff model behaviours they expect of children, and, as a result, children behave well. Staff remind them of what is expected and children follow the routines. For example, at lunchtime, all children come in and sit down at the table after they wash their hands and wait patiently for their lunch. Children are supported by staff to build a sense of self. They provide children with named items and photos to mark their own belongings. This supports children to find their things promptly. Staff encourage children to talk about what they like. Children comment that they enjoy the slide and playing in the sand.

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

- Staff and managers have a strong understanding of child development and what they want children to learn. They plan their environments using children's next steps and their interests. The experiences they provide cover all areas of learning.
- Staff set up areas for children to develop their gross motor skills. They put out bicycles, tractors, tricycles and cars. Staff model how to use equipment; they sit on tricycles and pedal. Children copy and learn to successfully pedal bicycles independently. Staff show children how to hopscotch. Children join in and practise how to jump on one leg.
- Staff support children to develop their mathematical knowledge. Children are introduced to numbers and language in relation to size. Children are supported to count frequently. Staff hold up their fingers to accompany singing and to count how many ducks are left. Staff write numbers in the environment and encourage children to recognise the numbers. Children show they understand and stand on the numbers that staff call out. Staff make comments during children's play about big and small items. They allow children time to find which items are bigger or smaller.
- Children's communication and language is supported by staff. Staff sing with children and encourage them to join in. Staff use new vocabulary with children, and the children repeat back the new words. Staff position themselves at the children's level. They use gestures to accompany their language to support all

children's understanding.

- Parents are happy with the pre-school. They comment on the communication they receive and that they know what their children are working on next. Parents add that the pre-school staff share ideas and strategies to support their children at home. For example, books they can read to their children or how to talk to their children about family circumstances. Parents feel well supported and comment on how approachable and welcoming all staff are.
- The manager is reflective of practice and supports staff development well. Staff comment on how they feel well supported in both personal and work-related situations. They feel that the manager is approachable and responsive to their needs. They are supported to develop professionally, through training. For example, staff said their safeguarding knowledge and strategies for behaviour management have been improved due to recent training.
- Staff talk about why children need to brush their teeth. At lunchtimes, staff support children and praise them for using their cutlery and supervise children while they eat. However, staff do not talk to children about what they are eating or support children to understand healthy choices.
- When children become unsettled, staff are prompt to offer a reassuring hug, to settle them. Some staff support children to understand how their actions can have an impact on others. For example, when children throw hard items, they explain that it could hurt another child. However, staff do not consistently support children to understand the emotions they are feeling. For example, when they become frustrated or upset.

## Safeguarding

The arrangements for safeguarding are effective.

Staff and managers have strong knowledge of the signs and symptoms of abuse. They attend safeguarding training to support their understanding of local safeguarding concerns, such as domestic violence and radicalisation. Managers have processes in place to ensure that children are safe and their families are supported. Staff and managers are confident to make a referral to appropriate agencies if required. Staff risk assess to ensure that the environment is safe for children and make adaptations where necessary. Managers follow a rigorous recruitment process to ensure that new staff are suitable to work with children.

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

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

- consider ways to further promote children's understanding and knowledge of how to keep themselves healthy
- support staff to consistently develop children's understanding of their emotions and how their behaviour may affect the feelings of others.

## Setting details

<b>Unique reference number</b>	EY466380
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10285796
<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>	1 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Piggywigs
<b>Registered person unique reference number</b>	RP517305
<b>Telephone number</b>	07936364571
<b>Date of previous inspection</b>	19 October 2017

## Information about this early years setting

Donington on Bain Pre School registered in 2013. The pre-school opens Monday to Friday during term time only. Sessions are from 8am to 5.30pm. The pre-school employs six members of childcare staff. Of these, three hold a level 3 early years qualification and two hold a level 6 qualification. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Alice Anders

## 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 the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The manager and the inspector carried out a joint observation during the morning session.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at a sample of key documentation, including evidence of staff's suitability.

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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