

Inspection of Dinnington Pre-School

Dinnington Resource Centre, Laughton Road, Dinnington, Sheffield, South
Yorkshire S25 2PP

Inspection date: 20 September 2023

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

Children are extremely well cared for in this setting and flourish. Families are greeted by friendly staff as they arrive. This helps parents, staff and children to build relationships and share information. Staff nurture children, so that they feel happy and settle easily. Children start the day together on the carpet. They sing a 'good morning' song and check the register by recognising their names and responding. All children are included, so that they learn a familiar routine, know what is expected and develop a sense of belonging. Staff create a stimulating and comfortable environment, where children are happy and engaged. Interactions between staff and children are excellent. Staff focus on each child's interests and skilfully adapt activities for each child. Inclusion is outstanding. Children learn about each other and the similarities and differences between themselves and others.

Staff read with remarkable expertise to develop children's love of books and reading. Staff have trained with a local reading initiative. They provide a key focus, such as children learning about different occupations. They repeat key words, so that children hear the correct pronunciation and invite children to share their ambitions. Staff extend their thinking by asking, 'What does a footballer do?' The setting is well organised, peaceful and calm. Staff are always available, they sit among children as they play and learn. Staff encourage children to share ideas, work together and develop ambitious plans in the construction area. They ask open questions to extend children's thinking, such as 'how high' and 'what next'. Children are engaged, enthusiastic and make excellent progress in the prime areas of learning.

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

- Staff work skilfully together as a team. They share observations, information and ideas throughout the day. Staff's interactions and teaching are excellent. They skilfully work with small groups and individual children, inside and outdoors. Staff recognise children's achievements and praise them.
- Children explore outside in all weather conditions. They are excited and resilient as they experience rain and wind. Staff show a consistently positive and creative approach, so that all children can participate in outdoor experiences. Staff work hard to keep children safe and make constant risk assessments of the environment, including the weather.
- Managers and staff promote diversity in their conversations and through the resources, activities and experiences they share with children. This includes displays, dressing-up clothes, resources, celebrations and books. Adults extend children's learning by taking them on visits to places in their community, including the supermarket, library, park, dance studio and fruit shop. In addition,

children enjoy visits from people in the community, including the fire service, as they learn more about occupations.

- Managers develop a curriculum that is challenging and ambitious for every child, including those with special educational needs and/or disabilities (SEND) and the most disadvantaged children. Staff understand the curriculum and how to implement this in practice. They create and implement small interventions, such as sensory breaks, to ensure that all children make progress.
- Managers and trustees hold regular supervision meetings with staff. Staff work closely with a wide range of other professionals and access training to support their practice. Staff say that they feel supported, valued and are proud of their work. They say that the expertise they are developing helps them to constantly enhance their practice and support all children.
- Staff identify children's starting points in conversation during transition visits and by observing children at play and interacting. Staff give children time to speak, practise and repeat words. Staff have a clear plan and focus the curriculum on each child's next steps in communication and language. Staff capture every opportunity to sing, count and repeat, so that all children make excellent progress.
- Staff promote healthy choices. They provide children with space for physical play, offer healthy snacks and support families with information about dental health. Staff and children eat lunch together at the table. Children's behaviour and attitudes are excellent and all children feel included. Staff model good manners and healthy lifestyles while they support children.
- Staff and managers have developed an exceptionally strong key-person system throughout the setting. They understand the needs of each child and know exactly what children need to learn next. Managers work tirelessly to access support, training and professional advice, so that each child has the best possible opportunities. Staff put individual plans in place for children with SEND.
- Staff use additional funding to purchase specialist resources and support children's attendance. This helps children to benefit from extended provision and the community lunch club.
- Managers and staff are reflective. They constantly evaluate and develop their practice. Staff develop strong partnerships with parents. They share information in daily conversations, by email and through an app. Parents are delighted with the setting. They say it is like a second home and that their children are safe and happy here. Parents say that staff are wonderful, always available to talk to and that their children make excellent progress, especially in communication and language and having new experiences.

Safeguarding

The arrangements for safeguarding are effective.

Staff have undertaken safeguarding training. They understand the types of abuse and recognise the possible signs and symptoms of abuse. Staff know where to get more guidance and how to make a referral about an adult or a child. The manager and deputy manager attend regular meetings to receive updates about local

safeguarding procedures. The managers and trustees follow safe recruiting procedures to ensure the suitability of staff. Staff keep an accurate register of children's attendance. Doors and gates are secure. The managers and staff make regular risk assessments to ensure the safety of children. They record and monitor accidents and existing injuries, and share these with parents.

Setting details

Unique reference number	EY216729
Local authority	Rotherham
Inspection number	10305551
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	31
Name of registered person	Dinnington Pre-School Limited
Registered person unique reference number	RP520322
Telephone number	01909569158
Date of previous inspection	26 February 2018

Information about this early years setting

Dinnington Pre-School opened in 1965 and re-registered in 2003. The pre-school employs seven members of childcare staff. Of these, six staff hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, during term time. Sessions are from 9.15am until 12.15pm and 12.45pm until 3.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Caroline Brooks

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager and inspector completed a learning walk together. The manager talked to the inspector about the curriculum and what they want children to learn.
- The inspector held a number of discussions with the manager and staff and took account of their views.
- The manager and inspector carried out a joint observation of a communication and language activity.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed interactions between staff and children.
- The inspector looked at relevant documentation and reviewed the suitability of staff and trustees.
- The inspector spoke to parents 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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