

Inspection of Dothill Pre-School and Childcare

Dothill Cp School, Severn Drive, Wellington, TELFORD, Shropshire TF1 3JB

Inspection date: 31 January 2024

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 enter the setting with huge smiles on their faces. Staff are very nurturing and show lots of care towards all children. This helps children to build lasting bonds with all staff. Children regularly seek out staff when they are in need of help or reassurance. This demonstrates how safe and secure children feel at the setting. Children are confident learners. Older children practise a range of movements, as they climb, balance and jump off the obstacle course. Younger children enjoy sensory activities, such as play dough. They use a range of tools and equipment to manipulate the materials together.

Staff plan a range of stimulating and purposeful adult-led learning experiences. This helps to ensure all children, including those with special educational needs and/or disabilities (SEND), make good progress from their starting points. Children use their imagination as they use a range of boxes and tubes to make their own 'shaker'. They show lots of concentration as they use scissors and other media to help them stick the different objects together. Staff are very positive role models. This helps to further embed positive behaviours. Staff talk to the children about their feelings, emotions and their actions. This helps children to learn what is expected of them. Children behave well.

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

- The manager is passionate and ambitious. She uses her own evaluations as well as the feedback from parents to develop a clear action plan. The manager is keen to raise outcomes for all children.
- Leaders recognise that every child is unique. They have developed a curriculum which is ambitious for all children. Staff have clear intentions for activities they set out. However, on occasion, during free flow, staff do not support the children to learn the specific skill they need to enable them to complete activities by themselves.
- Leaders place focus on supporting children's communication and language development. Parents take home stories to read with their child. In addition, staff remodel language to the children. However, there is scope to promote children's critical thinking and language development further. For example, at times staff ask children closed questions, or do not give them enough time and space to think about their responses to questions.
- Staff find out children's starting points from parents. They then routinely observe and assess children's development. Staff use this information to identify any gaps in children's learning. Where concerns are raised about a child's development, staff seek support from their special educational needs coordinator (SENCO).
- The SENCO is very knowledgeable. She works well in partnership with parents,

other professionals and staff to help ensure that children with SEND receive the timely support they require.

- Staff work well in partnership with others. They regularly attend meetings with other professionals and parents. They use this information to help keep children safe and to ensure all children have the support they need to thrive.
- Staff speak highly about the support and coaching they receive from leaders. They have regular meetings with leaders to reflect on their strengths and how they could improve their practice. In addition, leaders provide staff with additional training that helps to develop their knowledge and confidence.
- Parents and grandparents describe staff as caring towards their children/grandchildren. Staff use a range of methods to keep parents informed about their child's progress. Parents have a clear understanding of how they can support their child's development at home.
- Leaders have a robust understanding about how they promote equality and diversity within their setting. This helps to ensure that all parents, staff and children are treated fairly. Leaders provide lots of opportunities for children to learn about themselves and others. This helps children to learn and understand about their wider world.
- Settling-in sessions are tailored to meet each child's needs. In addition, staff share key information with other settings that children attend. This helps to ensure children receive the consistency they require.
- Staff are keen for children to learn how they can stay healthy. They provide the children with a range of balanced and nutritious meals. Staff also provide parents with information about how they can support their child's oral health.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- provide opportunities for children to develop their communication and language and critical thinking skills, with the use of more open-ended questions and give them enough time to think about their responses to questions
- enhance staff's understanding of how they can support children to learn the skills they need to accomplish tasks by themselves, particularly as they free play.

Setting details

Unique reference number	EY398358
Local authority	Telford & Wrekin
Inspection number	10312249
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	32
Number of children on roll	42
Name of registered person	Dothill Pre-School and Childcare Committee
Registered person unique reference number	RP522275
Telephone number	01952 567410
Date of previous inspection	25 April 2018

Information about this early years setting

Dothill Pre-School and Childcare registered in 2009. The pre-school employs 13 members of childcare staff, 10 of these hold appropriate early years qualifications, at level 3 or above. The pre-school opens all year round. Sessions are from 9am until 3pm, Monday to Friday. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school also runs an out-of-school club, all year round. The hours during term time are 7.30am to 8.45am and then 3.15pm to 6pm. The hours during all school holidays are from 8am to 5pm.

Information about this inspection

Inspector

Louise Chinyuku

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 inspector viewed the pre-school and discussed the safety and suitability of it.
- The inspector spoke to children, staff, parents and grandparents and took account of their views.
- The manager spoke to the inspector about their curriculum and what they intend for children to learn.
- The inspector spoke to the SENCO and reviewed how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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