

Inspection of Digby Village Pre School

C/O Church of England Primary School, Church Street, Digby, LINCOLN LN4 3LZ

Inspection date: 17 September 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 are happy and excited as they enter the pre-school and are greeted warmly by staff. They confidently hang their coats on the pegs and register themselves. Children are motivated to learn and immediately engage with the activities on offer. They explore and investigate as they eagerly gather together to carry out a science experiment, developing their curiosity. Staff provide children with opportunities to develop their physical skills as they independently pour vinegar, spoon baking soda and squeeze tubes of food colouring for the experiment. They all shriek with delight as they watch the liquid bubble over and enjoy measuring how high it goes. Staff skilfully enhance this experience, modelling new vocabulary as they describe the mixture as 'rising'. Children join in discussions and describe the reaction they see as a volcano.

Children behave extremely well. Staff are positive role models and provide guidance and support for children when they need it. Children are learning to use a timer to share resources. Staff remind children the timer has gone off, and children quickly look for their friend and say, 'It's your turn now.' Children have built positive relationships with all staff and their peers, and often give each other spontaneous cuddles. Staff take children out into the community to spread their acts of kindness. Children draw pictures and bake cakes and deliver them to local residents in the area.

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

- Songs and stories are an integral part of the pre-school day. Children choose their favourite books and staff read them in a way that encourages children to join in. Staff pause and discuss the story with children, developing their language. Overall, staff model language well and ask children questions designed to extend their learning. However, they do not always do this effectively. For example, they sometimes ask children too many questions at once and do not give them sufficient time to think and respond.
- Staff carefully plan the environment and activities to meet children's needs and interests. Children continuously engage in play as staff support them to build on their prior learning. For example, older children put on their helmet and use the pedal bicycles independently. They initiate their own play ideas, developing their imagination as they line up and take turns to fill their vehicles with petrol and pay the requested amount. Staff encourage younger children to consider how else they can make the bicycle move if they cannot use the pedals. Children delight in using their feet to make their bicycle move forward. Staff are equally as happy and praise their efforts.
- The pre-school team is passionate about creating a family ethos, where families are supported in their child's education journey. Parents say they have a secure

relationship with their child's key person, and their children love going to pre-school. Staff provide parents with personal handovers about their child's day and share their learning and development progress via an online app. However, parents are not fully aware of how to support their children's learning at home.

- Staff plan many opportunities to help promote children's independence and self-help skills. For example, children confidently wash their own pots after having snack, as part of the daily routine. Staff also prompt children to use the self-care station to blow their nose. Children manage this well, putting their tissue in the bin afterwards. Furthermore, staff give children extra responsibility, such as helping to lay the table through their 'helper of the day' role. Children are developing strong self-esteem and confidence in their abilities.
- Staff receive regular training opportunities, both in-house and through an online training service. Training helps staff to build on their teaching skills and on the quality of education for children. Managers have clear plans for the future. Staff have completed a forest school qualification and plan to build on children's knowledge of the world around them through using this new knowledge.
- Staff build excellent partnerships with the local school and other professionals, as they understand the importance of working together. These strong partnerships are used extremely well to help children confidently move to school. For example, pre-school children regularly attend school assembly and sports day to become more familiar with their surroundings. All children, including those with special educational needs and/or disabilities, benefit from professional partnerships.

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 children with enough time to respond to questions and share their knowledge to support their communication and language skills
- improve ways that information is shared with all parents about how they can support and extend children's learning at home.

Setting details

Unique reference number	EY339775
Local authority	Lincolnshire
Inspection number	10351620
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	20
Number of children on roll	13
Name of registered person	Digby Village Playgroup Committee
Registered person unique reference number	RP517285
Telephone number	07521 009 647
Date of previous inspection	2 October 2018

Information about this early years setting

Digby Village Pre School re-registered in 2006. The pre-school employs three childcare members of staff. Of these, one holds an appropriate early years qualification at level 5 and two hold qualifications at level 3. The pre-school is open during term time only. Sessions are Monday to Friday from 9am until midday and from midday until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Francis

Inspection activities

- 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 their children to learn.
- Staff spoke to the inspector during the inspection.
- 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 deputy manager and the inspector carried out a joint observation.
- 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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