

# Dinton Pre-School

Park Farm, Teffont, SALISBURY, SP3 5RR

<b>Inspection date</b>	12/11/2012
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Staff have an excellent understanding of the needs of children. They use highly effective systems to monitor children's progress, which are successfully linked into weekly planning. As a result, children make outstanding progress in their learning.
- Children thrive in the welcoming and nurturing environment. They are curious and motivated to learn, and show a strong sense of independence and exploration through their play.
- Staff have an extremely strong focus on helping children acquire communication and language skills. They plan specific activities for children's individual stages of development to help children move onto the next stage in their learning.
- Excellent use is made of the outdoor learning environment. Children are able to move freely between the inside and outdoor areas, with weekly forest school activities enriching their learning experiences.
- Leadership and management are exceptional. There are effective systems to monitor the quality of teaching and learning. All staff are highly reflective in continuing to review the outcomes for children.
- Parents are fully engaged and involved in their children's learning. They contribute towards the initial assessments of children's abilities on entry and are kept extremely well informed of their children's progress through the learning journals.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed children's play and staff interaction, indoors and outside.
- The inspector completed a joint observation with the manager of the pre-school.
- The inspector talked with some staff, parents, and held discussions with the deputy managers and manager.
- The inspector looked at documentation including a sample of children's records, planning and staff suitability records.
- The inspector looked at the systems used to review and evaluate the pre-school.

## Inspector

Dinah Round

## Full Report

### Information about the setting

Dinton Pre-school has been open since 1975 and is privately owned. It was taken over in 2012 by the current owner. It operates from its own easily accessible premises in a rural setting between the villages of Teffont Magna and Dinton, in Wiltshire. Children have access to various enclosed outside play areas. Children attend from the surrounding areas for a variety of sessions. The pre-school is registered on the Early Years Register to care for children aged from two-years-old. There are currently 60 children on roll. The pre-

school receives funding for the provision of free early education for children aged three and four. The pre-school supports children who have special educational needs and /or disabilities. A team of ten staff work with the children, including the owner/manager. Of these, nine hold relevant early years qualifications, with the other member staff currently undertaking training.

### **What the setting needs to do to improve further**

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

- Consider ways to make more resources available to enrich children's imagination and role play experiences.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Staff have an excellent understanding of the Early Years Foundation Stage learning and development requirements. They have a clear understanding of how children learn and place a strong emphasis on learning through play. Consequently, children flourish in the challenging and inspiring environment. Staff keep detailed records of children's progress through learning journals. These are used alongside children's interests to effectively tailor short term planning. Staff have successfully implemented the progress check for children at age two, working jointly with parents to gather information about children's achievements. They follow the 'Every Child A Talker' government initiative and use documents, such as the Development Matters guidance to help them support children's progress. Individual group activities are effectively organised by children's key person to target specific areas of learning, such as developing listening skills. As a result, children thrive and make extremely good progress in their learning and development. The weekly forest school sessions encourage all children to engage in fun and stimulating learning experiences in an outdoor environment. As children return from the forest school activities, they talk with great excitement. They eagerly tell others about building a nest for the squirrel, commenting 'it's so real'. These activities successfully involve children in active learning, helping children learn about the natural environment and how to handle risk.

Children are well prepared for the transition for the next stage in their learning. This is due to the rich and varied experiences offered to them, which help them develop a positive attitude towards their learning. They are highly motivated, interested and show a desire to explore as they independently make choices about their play. Children's language

is successfully promoted through staff's skilful questioning to challenge their thinking. Staff make effective use of props, such as 'Mr Teddy' and 'Monday Bear' to stimulate conversation and increase children's vocabulary. Children regularly link letters and sounds. For example, staff support children in writing their name on their artwork and incorporate sound games that capture their interests. Children have great fun thinking of items hidden in the bag beginning with the 'sssss' sound, excitedly guessing 'snake' and 'sock'. Children use number and count during their play and through daily routines, such as counting pieces of fruit at snack time. Staff successfully extend children's learning by introducing language, such as 'bigger', 'more' and 'less'. Children have good access to a broad range of programmable equipment. They show confidence as they operate the computer and use the camera to take pictures of their friends. Overall, children have very good opportunities to use their imagination through a wide range of experiences. Though they are not always offered more available resources to use as props to enhance their imagination and support role-play activities. Children use their senses well to explore a broad range of medium both indoor and outdoor, such as sand, water, paint, soil and dough.

Highly effective strategies engage parents in their children's learning. On entry, staff link closely with parents to obtain detailed information about their child's individual abilities, using the 'Unique Child' form. The children's key person uses this information effectively to help children settle and plan for each child's individual learning. Parents are fully involved in the progress check for children at age two. They also contribute comments in their children's learning journals and note children's individual achievements on the 'Wow tree'. Parents are extremely well informed about their children's care, learning and development. This is because staff encourage informal daily chats between parents and their children's key person, alongside inviting parents to regularly view their child's learning journals. Parents spoken to during the inspection speak positively about the pre-school, commenting how it has 'exceeded all expectations'.

### **The contribution of the early years provision to the well-being of children**

The nurturing environment and highly skilled staff team successfully promote children's physical and emotional health. As a result, children are happy and settled. Staff are caring and sensitive, attentive to all children's individual needs and aware when an extra cuddle is needed to help children settle. Staff exchange information about children's development to aid transitions as children move up to other rooms. This supports the children's key person to prepare for the next stage in children's learning. Staff have an excellent understanding of children's individual abilities and interests, actively promoting children's independence and exploration through their play. Children are developing confidence in doing things for themselves, such as putting on their coats and wellington boots when going outside, and pouring their own drinks at snack time. Children learn successfully how to share and take turns, and staff act as good role models in promoting good manners.

Staff give the highest priority to the safety of children, supporting them in developing an understanding of how to keep themselves safe and healthy. Children know the boundaries and expected behaviour when participating in forest school activities. For example, they

know that when they hear the whistle, they have to stop and return to group. They also understand that by wearing waterproof trousers they will not get wet. Staff follow comprehensive risk assessment procedures, including an annual check of all areas of premises and forest school activities, plus use of a daily checklist. This helps them to identify risks to children, both indoors and outdoors. Staff are fully aware of any children's individual health needs and work closely with parents. Clear procedures are put in place to help ensure that all staff know what to do to support children's specific needs.

Children benefit enormously from high-quality resources and learning spaces, including their own secure outdoor areas. Excellent use is made of free-flow between the indoor and outside environments. This enables children to follow their interest as they decide where to play, and allows them to explore things on a larger scale outside. The use of outdoor canopies means that children regularly have snack and lunch outside. Consequently, children have lots of fresh air and exercise, which adds to their enjoyment and overall development. Staff take children on visits around the local community to widen their experiences, such as trips to the library and visits to the local village school. People who work in the wider community have visited the pre-school to talk about their work, helping to raise children's understanding of the world.

### **The effectiveness of the leadership and management of the early years provision**

The manager has an excellent understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage framework. Robust recruitment and vetting procedures are in place to check the suitability of staff to work with children. There is a clear safeguarding policy in place, and staff complete safeguarding and first aid training to update their knowledge. All staff hold a first aid qualification, with an additional forest school first aid course undertaken by the staff member responsible for forest school activities. Staff give high priority to safeguarding all children and take action to ensure any concerns are dealt with effectively.

Leadership and management is outstanding. There is a clear management structure with very good systems to monitor teaching and learning and its impact on outcomes for children. Senior staff have a key role in monitoring and supporting staff practice, inspiring staff to constantly enhance their skills. Clear induction procedures, peer-on-peer observations, alongside annual appraisals successfully support staff's continual professional development. All staff have attended training on the reformed Early Years Foundation Stage framework and have positively embraced the newly introduced systems. The highly skilled staff team value all children and work exceptionally well together to support children's individual needs. The pre-school is highly reflective with a clear drive to secure improvement for children. They use various quality assurance schemes to successfully monitor their provision, recently taking part in the Bristol Standards. Priorities are clearly set out in the pre-school's 'Focus Improvement Plan'. All staff take an active role in assessing what they offer for children to help them identify areas for development. For example, an additional creative table with freely accessible resources was set up to provide for children's interest in craft activities.

Highly effective partnerships are established between the pre-school, parents, external agencies and other providers. The Special Educational Needs Coordinator uses the detailed observational assessment records to quickly identify children's needs. She liaises closely with external agencies and parents to support children's developing needs. Strong links are made with the local school. Pre-school children join in nature walks and teddy bear picnics with the school children. Staff and children from the local school visit the pre-school during the summer term, and staff meet with parents to discuss their children's transfer to school. This effectively supports children's transition onto school. Parents receive comprehensive information about the pre-school, through the welcome booklet, notices, website and regular newsletters. Parents are actively encouraged to share their views and all comments with any suggestions taken into account, such as the request to organise a social gathering.

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

### Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY448347
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	799358
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Alison Maryke Hope-Jones
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01722716011

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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