

# Dodleston Pre-School

Inspection report for early years provision

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**Unique reference number** 305044  
**Inspection date** 08/06/2009  
**Inspector** Ron Goldsmith

**Setting address** Dodleston Village Hall, Dodleston, Chester, Cheshire, CH4  
9NT  
**Telephone number** 07900 824135  
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**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## **Description of the setting**

Dodleston Preschool opened in 1981. It is managed by a committee and operates from the main room of the village hall, situated in Dodleston, a village near Chester. The preschool serves children in the local area and is registered on the Early Years Register. There are currently 27 children on roll in the early years age group. The pre-school provides funded early education for three and four-year-olds. Children attend for a variety of sessions. All children share access to a secure outdoor play area. The setting opens four days a week during school term times. Sessions are from 09.15 until 11.45 on Monday and Friday and 09.15 until 12.45 on Tuesday and Wednesday. Four part-time staff work with the children, all of whom have early years qualifications.

## **Overall effectiveness of the early years provision**

Overall, the quality of the provision is good. Due to the effective partnerships with parents and others, and the good assessment arrangements in place, the individual needs, interests and learning styles of all the children are appropriately identified and generally well planned for. However, systems to include comments from parents into children's records are at an early stage of development. All children are supported and are making good progress in their learning and development. Children's welfare is promoted as good arrangements are in place to ensure their safety and good health and well-being. An effective self evaluation system and development plans successfully promote continuous improvement to further enhance the outcomes for children. In addition the setting are beginning to develop monitoring systems so that the implementation of Early Years Foundation Stage (EYFS) can be made secure.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- continue to build a secure foundation for the improvements made in EYFS (Early Years Foundation Stage) by maintaining effective monitoring of the learning environment
- ensure that observational evidence is gathered from a wide range of learning and teaching contexts by developing a system to include comments from parents into children's records.

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

The management and staff of the setting share a clear vision for the continuous improvement and future of the playgroup. The Ofsted self-evaluation form and feedback from parents and other professionals is used to identify the key strengths and areas for development and clear action plans are set accordingly. Recommendations set at the last inspection have been successfully addressed and

targets for future improvements are prioritised to bring about the best outcomes for children. Improvements made to date demonstrate a good capacity to improve.

All documentation, procedures and policies which are required for the safe and efficient management of the setting are in place, regularly reviewed and effectively shared with parents and staff. These ensure that children are safeguarded, their welfare promoted and their needs met in an inclusive environment. Staff understand their roles and responsibilities and work well together as a team to promote the welfare, learning and development of children. Training needs are identified and provided for and staff access support and guidance to inform best practice.

Partnerships with parents and others is strong. However, current systems do not fully include contributions from parents in the children's records to ensure that observational evidence is gathered from a wide range of learning and teaching contexts. The views of parents are meaningfully sought to support the developments of all aspects of the provision. Staff ensure parents are fully informed of their children's progress and needs and are encouraged to play an active part in the setting and their children's learning and development. Strong links with the local school ensure children are supported during times of transition and key information is shared in order to meet their needs.

## **The quality and standards of the early years provision**

Children happily enter the setting and soon settle into the daily routine. They establish warm and stable relationships with staff and other children and greet each other as they arrive. Children are generally independent and enjoy the resources and activities at the setting. They select their preferred options and follow their own interests. The interaction of the staff enhances the quality of play and children show enthusiasm and good levels of motivation and involvement in both indoor and outdoor play. Staff have a thorough working knowledge of the EYFS and planning promotes a mixture of adult or child led activities based on the differing abilities of children, and the observations and assessments which staff make. The progress that children make is recorded in learning journals and assessment sheets are compiled to share information with parents and detail the next steps for children.

Children participate in a range of activities in all areas of learning which successfully capture their imagination and attention. They thoroughly enjoy fresh air in the outdoor area and interact well with each other and staff as they explore the features of tadpoles. They bring a magnifying glass to examine them closer and use this to explore other interesting aspects of the outdoor area such as flowers or the patterns in the bark of the wood. They look at bugs and ask questions about what they see. They talk about butterflies and the environment and why it is important to protect it. Staff interaction extends their learning and helps them to progress, for example, in their early language skills. Indoors they explore a theme about space, listening first to a story about rockets which fascinates them and moving into an integrated extension of the activity by creating and painting their own planets, designing a 'control centre' and using additional

props which staff have provided. They create individual pictures of spacemen using pieces of tin foil. They use everyday opportunities to count or talk about colour and shape and they understand why it is important to share and be kind to one another.

Children enjoy developing their coordination skills on wheeled vehicles and confidently cut and they walk confidently on stilts or balance proudly on low level structures they have created with the construction kit. Using play dough children enjoy using cutters and kneading the dough as they make different shapes. They begin to develop an awareness of the wider world as they make visits to the village and local places of interest and join in events which give them an awareness of other cultures and people.

The setting works in partnership with parents and other providers, such as local schools. This means that children have a cohesive learning and welfare experience. The indoor and outdoor environments are well organised, despite some of the restrictions which a shared use of the hall presents, and children independently select resources from different areas, for example, the construction area and the library. Children are keen and confident to make their own decisions and popular choices include water play, role play and cutting and craft activities. Recent child protection training attended by the manager has been cascaded down to staff and this means that children are safeguarded. Staff understand their role in child protection, and clear procedures and documentation mean they can identify a child who is at risk of harm. The setting has a good understanding of health and safety issues and supervision of children is good. Children begin to develop a healthy lifestyle and enjoy regular exercise. They follow good hygiene procedures and have healthy snacks and access to water at all time to keep them healthy.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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