

# Dodleston Pre-School

Dodleston Village Hall, Dodleston, Chester, Cheshire, CH4 9NT



## Inspection date

23 March 2015

Previous inspection date

8 June 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- All children make good progress. They demonstrate a high level of independence and show that they enjoy playing and learning, as they engage in a wide range of interesting activities.
- Safeguarding of children is good because staff know the procedures to follow and a policy is in place, which underpins practice. This is reviewed and updated regularly. Safety is maintained because the premises are secure and staff are vigilant regarding access to the setting.
- There are good systems in place to monitor children's progress. Staff use these to target individual learning needs and to identify those who do not make the expected progress.
- Children's move on to school is supported well, through the close relationship the pre-school has with local schools.
- The committee and management team support staff well. Staff take part in regular training courses linked to their appraisals, which enhances their individual practice and confidence to support children's needs.

### It is not yet outstanding because:

- Adult-led activities provided for older and more-able children do not always challenge their thinking and knowledge, to support them to achieve to their full potential.
- Opportunities to develop children's investigation skills and understanding about the natural world are not always well supported with the use of resources, or access to the outdoor area.

## What the setting needs to do to improve further

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

- strengthen the planning of structured, adult-led activities for older and more-able children to continually challenge them and maximise their learning
- provide children with more opportunities to explore and investigate the natural world, for example, by providing more resources and access to the outdoor area.

### Inspection activities

- The inspector held a meeting with the manager of the pre-school.
- The inspector observed play and learning activities in the pre-school indoor and outdoor areas and spoke to staff and children during the inspection.
- The inspector checked evidence of the suitability and qualifications of staff working with the children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents spoken to on the day.
- The inspector looked at a selection of children's records and information and spoke to their key persons.
- The inspector conducted a joint observation with the manager.

### Inspector

Ron Goldsmith

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children enjoy being at pre-school. The manager and staff use their good knowledge of children's abilities and interests to plan rich and varied activities. Staff relate well to children and are responsive to them. Staff encourage children's good communication skills by encouraging them to talk about what they are doing. They make sure children develop the skills needed for school, promoting their creative and critical thinking by asking open questions. In general, staff encourage children to listen, be attentive and to take turns in speaking. However, staff do not consistently structure adult-led activities to challenge the older and more able children. For example, older children playing with blocks are over boisterous as they are not fully challenged by the activities. Staff have a good understanding of the need to work with external agencies and other professionals, such as the local school. This ensures that effective strategies are put in place to meet children's individual needs.

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

Children's personal, social and emotional development, and their emotional well-being, are well supported. For example, staff gather useful information to help children settle and to meet their individual care needs. Children develop positive relationships with staff and are happy, confident and motivated in their environment. Children are generally well behaved and respond well to gentle reminders to be caring and kind. Staff teach children healthy practices and children enjoy nutritious meals and snacks, such as fruit. Children enjoy exercise and being outside in the fresh air. They move with confidence and control, as they run and cycle. However, children's access to the outdoors is sometimes limited and opportunities for children to develop their investigation skills, and talk about the natural world, are not always supported. For example, when children dig in the soil and find bugs there is little conversation about what they find and too few resources, such as magnifying glasses to help them explore their learning further. The pre-school is safe and resources are used well overall, to meet the planned goals in learning.

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

The pre-school staff have a secure understanding of their responsibilities. There is a range of policies and procedures, which staff implement effectively to support children's health, safety and well-being. Staff have a clear understanding of child protection. They know the procedures to follow if there are concerns about a child in their care. Consequently, children are safeguarded well. A commitment to ongoing training ensures the pre-school can continue to meet statutory obligations and develop skills which support practice. Staff work well with the school that some of the children attend. Relevant information is exchanged to support the move that children will make. Staff also have strong relationships with parents, and they are encouraged to share information about their children, to ensure continuity of care. Staff receive good support from the manager through supervision sessions, appraisals and regular training.

## Setting details

<b>Unique reference number</b>	305044
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	864804
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	25
<b>Name of provider</b>	Dodleston Pre-School Committee
<b>Date of previous inspection</b>	8 June 2009
<b>Telephone number</b>	07938465435

Dodleston Preschool was registered in 1981. It provides funded early education for two-, three- and four-year-old children. The setting opens four days a week during school term times. It is open on Monday, Tuesday, Wednesday and Friday, between 9.15am and 1pm. Eight members of staff work with children. Seven of whom have early years qualifications, including two at level 2, four at level 3 and one at level 5.

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