

Dodleston Pre-School

Village Hall, Pulford Lane, Dodleston, CHESTER CH4 9NN



Inspection date	19 June 2019
Previous inspection date	27 March 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leaders and managers have a clear vision for the ongoing development of the pre-school. They have worked effectively together to meet the previously served welfare requirement notice and ensure that practice promotes children's learning, safety and well-being. Robust risk assessments have been implemented for all areas of the pre-school and procedures for completing accident records have been improved. The indoor environment has been developed to ensure that it is safe, inviting and stimulating.
- Children are enthusiastic learners. They are supported by staff to make the most of every learning opportunity. Staff have high expectations of children and ask questions to encourage them to think and to build on children's ideas.
- Strong partnership working between staff, parents and healthcare professionals ensures that children with special educational needs and/or disabilities make good progress and are integrated fully into the pre-school.
- The well-qualified staff use 'in the moment' planning methods to stimulate curiosity and to swiftly incorporate children's interests into activities. Children who prefer to learn outdoors are particularly enabled through this approach and the free-flow availability to both environments.
- Parents are very happy with the ethos of 'risky play' and state that children have benefited from this approach to learning ways to keep themselves safe and encouraging independence.
- Staff do not provide children with the best possible opportunities to develop an understanding of similarities and differences in others, including different cultures, languages and family backgrounds.
- Staff develop successful partnerships with parents and share information with them about their children's ongoing progress. However, not all staff support parents to continue their children's learning at home.

What the setting needs to do to improve further

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

- develop ways to further promote children's home language, heritage and culture and build on the opportunities for all children to develop an appreciation of similarities and differences
- enhance the already successful partnerships with parents to consistently support them with further ways to continue their children's learning at home.

Inspection activities

- The inspector observed the quality of teaching in all areas of the pre-school to assess the impact on children's learning.
- The inspector sampled documents, including safeguarding procedures, staff suitability checks and children's development records.
- The inspector spoke to parents and children and took their views into consideration.
- The inspector held a leadership and management meeting with the manager.

Inspector

Dianne Andrews

Inspection findings

Effectiveness of leadership and management is good

The manager works well with the committee to provide strong leadership to the staff team. Staff benefit from ongoing supervision sessions and peer observations to review their practice. They attend training opportunities that are focused on enhancing their knowledge and skills, for example, in regard to risk assessment, 'risky play' and 'in the moment planning'. Key policies and procedures have recently been reviewed and updated to ensure that they reflect and support the pre-school's practice. Safeguarding is effective. Staff understand their responsibilities to ensure that children are protected effectively from harm and neglect. The management team makes good use of any additional funding and matches it directly to the most important aspects of children's needs. The manager monitors the progress of different cohorts of children and takes steps to close any gaps identified. For example, boys are recognised as reluctant mark-makers and are encouraged to develop early writing skills as they use pens and whiteboards in different ways within their play.

Quality of teaching, learning and assessment is good

Teaching is consistently strong. Staff know children's preferences and capabilities and use their knowledge to develop and extend their learning. They encourage children to solve problems, for example, to consider how they can collect and transport water. They challenge them to think about size as they ask them to decide which is the 'biggest' or 'smallest'. Staff reflect on children's achievements and skilfully plan an engaging environment. They offer materials that excite and interest children and encourage their active learning. Children have the freedom to explore and to make independent choices from accessible resources and use them to realise their own ideas. Children benefit from the quieter play opportunities indoors and enjoy snuggling down to read in the cosy book area. They make links in their learning as they take a photograph of an imaginary rainbow during a role-play picnic, then use paint techniques to 'roll a rainbow' onto their paper.

Personal development, behaviour and welfare are good

Children show high levels of self-control. Staff encourage them to understand the rules and then put the rules into practice effectively. Children behave well and are supported to resolve their own minor conflicts independently. They build secure relationships and are settled and happy in the provision. Children develop good self-care skills. They dress themselves in suitable clothing to enable them to make the most of the outdoors, whatever the weather. Children move around the pre-school confidently. They develop their physical skills well, for example, as they climb, move hula hoops in a variety of ways, manoeuvre a ride-on excavator, dig, scoop and pour.

Outcomes for children are good

Children make good progress in their learning and acquire key skills in readiness for school. They use language to create characters and roles as they play with small-world toys. Older children are particularly keen to develop their imaginations through storytelling. They encourage those around them to join in, build their vocabulary and share their thoughts and feelings.

Setting details

Unique reference number	305044
Local authority	Cheshire West and Chester
Inspection number	10113239
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	24
Number of children on roll	30
Name of registered person	Dodleston Pre-School Committee
Registered person unique reference number	RP906835
Date of previous inspection	27 March 2018
Telephone number	07938465435 or 01244 661611

Dodleston Pre-School opened in 1981 and is located in Dodleston, Chester. The pre-school employs 11 members of childcare staff. All staff hold appropriate early years qualifications at level 3 and above. The pre-school operates on Monday, Tuesday, Wednesday and Friday from 9am until 3.15pm during term time only. It is in receipt of funding to offer free early education for two-, three- and four-year-old children.

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