

Inspection of Dunholme Pre-School

Dunholme St Chads School, Ryland Road, Dunholme, Lincs LN2 3NE

Inspection date: 18 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

Since the COVID-19 pandemic, staff change the way children arrive at the pre-school. Parents are asked to leave their children with staff at the door, making children's separation from parents quicker. This contributes to them settling quickly, promoting their emotional well-being.

Children have opportunities to develop their communication and language skills. For example, when staff speak to children, they use sign language and words to support their understanding of what is being communicated. This also contributes to children's understanding of the different ways people communicate. Children are supported to develop their physical skills. Younger children are guided by hand-over-hand support from staff when they use a pipette with water. Older children confidently do this on their own. This contributes to children developing the muscles in their hands in preparation for early writing. When children access equipment to develop their balancing skills, staff offer suggestions, such as to hold out their arms. This results in children learning how to balance.

Children learn about how to manage their self-care skills when they play with dolls. For instance, staff show them how to dry a wet doll and to put clothes on the doll. Children are asked to solve problems, such as to find beds for dolls. When they find a toy helmet for a doll to sleep in, they receive praise from staff for having their own ideas and showing their imagination.

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

- Staff reflect on the experiences they offer children. They make changes to improve opportunities for children. This includes adding a container to the middle of the table at lunchtime where children place their rubbish. This stops children from moving around the room with food in their mouths to find a bin. This helps to avoid children from choking on their food.
- Staff are supported with their professional development. They attend in-house training. This helps them to develop their knowledge of how to be consistent in implementing a curriculum. For example, they reflect on how to help children learn the sounds that represent letters of the alphabet. Children sit and copy staff when they make these sounds during a group time, helping to develop their literacy skills.
- Staff provide children with opportunities to complete tasks by themselves. For example, at snack time children serve themselves fruit. They use a tap outside to access water to add to their play experiences.
- Children are keen to join group times that staff plan for them. For example, during these times, staff help children to learn how to use good manners. However, staff do not fully support children's emerging interests during their self-

chosen play. Therefore, sometimes children do not make the most progress they are capable of.

- Parents comment positively about staff, saying they are friendly, happy and bubbly. Staff share information with parents about their children's day. They give them information about how they can continue their children's learning at home. This includes to help children to learn specific numbers. Children remember these during a group time, recognising a number two. This partnership working helps to provide consistency in supporting children's learning.
- Overall, children behave well. Staff give older children words to use when they do not want their peers to join their play. This helps children to clearly express their thoughts and views to others. The pre-school has daily routines in place. However, staff do not support all children to engage in these and follow instructions. For example, staff do not encourage all children to help tidy away toys.
- Children with special educational needs and/or disabilities are supported well. Staff work in partnership with other professionals to set and implement targets to help children progress in their development. Additional funding is used effectively to offer additional sessions and one-to-one support from staff to meet children's individual needs.
- Staff join children's imaginative play to help them learn about people who can help them and different occupations. For example, children give staff a toy fire helmet to wear and talk to staff about there being a pretend fire. Staff ask them how they can put out the fire. Children reply, 'with a hose and water'.

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:

- support staff to use children's emerging interests during self-chosen play to help build on their learning
- help staff to support all children to followed the routines during the day.

Setting details

Unique reference number	253542
Local authority	Lincolnshire
Inspection number	10351891
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	18
Number of children on roll	25
Name of registered person	Dunholme Playgroup Committee
Registered person unique reference number	RP909052
Telephone number	01673 866583
Date of previous inspection	31 October 2018

Information about this early years setting

Dunholme Pre-School registered in 1992. It is situated in Dunholme St Chads School, Lincolnshire and is independently run from the school. The pre-school employs six members of childcare staff. Of these, two hold appropriate early years qualifications at level 3, one with level 5, one with qualified teacher status and the manager with early years professional status. The pre-school opens from Monday to Friday, during term time. Sessions are from 8.45am until 3.20pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- The manager and the inspector completed a learning walk together of all areas of the pre-school and discussed how the manager implements the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She reviewed relevant documentation and evidence of the suitability of staff working in the pre-school.
- Parents shared their views on the pre-school with the inspector.

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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