

Inspection of Dunkeswell Pre-school CIO

Unit 6, Culme Way, Dunkeswell, Honiton, Devon EX14 4JP

Inspection date: 29 June 2023

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children settle quickly and feel secure to happily explore the resources and activities. They make choices and develop a positive attitude to learning. They have strong relationships with staff, who know them well and meet their needs successfully. The manager and staff plan an effective curriculum, identifying what each child needs to be learning next. All children receive the same good-quality learning opportunities to make the best progress they can. Children become increasingly independent. They take care of the environment, wash up paint pots and help to tidy up. They gain a good understanding of health and hygiene. Snack time is a social occasion. Staff encourage children to wash their hands, get their own snack and water bottle, and carry these to the table. They choose which cereal to have and pour their milk. Staff are provide role models by helping and thanking each other.

Leaders deploy staff effectively so that children can make choices and become active learners. Children have daily opportunities to be outdoors and enjoy exercise. They develop large-muscle skills and control as they climb, balance and use the slide. Children eagerly talk about the setting's new allotment, how they grow vegetables and the life cycle of a seed. Staff plan successfully to cover all areas of development indoors and outdoors, so children can choose where they prefer to learn.

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

- Staff work closely with parents to understand what children can already do when they start at the setting. They use their own observations well to identify any differences and focus their planning on what children need to be learning next. The manager monitors the children's assessments to ensure that they are accurate and to identify any gaps quickly. Children receive early help and good support to catch up.
- Staff plan good small-group activities to support children's individual needs and help older children to get ready for school. For example, they enjoy a game of recognising the sounds of creatures, which helps them to listen and concentrate. They take it in turns to tell each other their news and have good opportunities to ask and answer questions.
- Children become confident communicators. Staff engage them in meaningful discussions and help them to vocalise what they know. Children enjoy books independently and as a group, extending their vocabulary. Staff plan interesting ways to help children make links across their learning. For example, they use a family tree to spark conversations, emotional language and children's understanding of their uniqueness and others' differences.
- Overall, children's behaviour is good. They understand the staff's expectations

and instructions, such as 'stop', may be necessary for safety and they must respond. Staff quickly intervene when minor squabbles occur. They help children to understand their emotions and resolve any conflict, such as by using a sand timer to share resources. Children take pride in their achievements. For example, they take their creations to staff to show them what they have made and happily discuss what they had to do.

- Staff pose problems for children and help them to discover if they are correct through trial and error, such as finding out if a car can go down the ramp without being pushed. Staff provide good support for children to persevere with physical tasks; putting an apron on, for example. However, sometimes, staff do not give children enough time to consider how they could solve a problem. On occasions, they take over where a child could manage for themselves.
- The manager and deputy work directly with the staff and children, providing good role models, ongoing supervision and support. Staff work well as a team. Together they continually evaluate their practice and look for ways to improve. Staff have good opportunities for training to support children's development further. For example, they have extended their awareness of what can trigger inappropriate behaviour, such as sensitivity to certain clothing.
- Good partnerships with parents and others involved in children's care and development ensure that children receive consistent support, such as when potty training. Parents are very positive about the setting, especially the staff. They comment on how well their children's language skills and confidence have developed since attending.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff all attend training in safeguarding, including its wider aspects. They know what to be aware of and what to do if they have concerns that a child may be at risk of harm. Staff have a good understanding of the procedures to follow should they have concerns about a colleague, including who to report to outside of the organisation, to help protect children. The manager provides valuable information for parents on safeguarding issues, such as internet safety. She ensures that enough staff hold a current paediatric first-aid qualification to have a secure knowledge of how to deal with any accidents. Staff support children well in understanding about their own safety and managing appropriate risks.

What does the setting need to do to improve?

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

- focus staff development on helping children to think of solutions to problems and manage as much as they can to resolve these themselves.

Setting details

Unique reference number	2591990
Local authority	Devon
Inspection number	10259433
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	31
Number of children on roll	30
Name of registered person	Dunkeswell Pre-school CIO
Registered person unique reference number	2591989
Telephone number	01404 891622
Date of previous inspection	26 September 2022

Information about this early years setting

Dunkeswell Pre-school CIO registered in 2020. It is a charity-run setting, based in Dunkeswell, Devon. It operates from a purpose-built site in a residential area. It is open between 8am and 3pm on Monday to Wednesday, and from 9am to 3pm on Thursday and Friday, term time only. The setting receives funding to provide free early education for children aged two, three and four years. It employs five members of staff. Of these, three hold an appropriate early years qualification at level 3 and one at level 2.

Information about this inspection

Inspector

Elaine Douglas

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager led the inspector on a learning walk to discuss their curriculum and what they want the children to learn.
- The inspector talked to staff, parents and children during the inspection and took account of their views.
- The inspector observed the quality of education, indoors and outdoors, and assessed the impact this was having on children's learning.
- The manager and inspector held a leadership and management meeting and the inspector checked relevant documentation to demonstrate the suitability of staff.

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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