

Old Dalby Pre-School

Primary School, Main Road, Old Dalby, MELTON MOWBRAY, Leicestershire, LE14 3LR



Inspection date

9 July 2015

Previous inspection date

21 June 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff work extremely well with parents and a regular and comprehensive exchange of information means they are always very well informed about their children's progress and events at the setting.
- Children with special educational needs and/or disabilities receive an excellent service as their individual needs are effectively met in partnership with a range of professionals.
- Planning covers all areas of learning and assessments show that children are making consistently good progress from their starting points.
- Lots of child-led activities mean children are involved in their learning and helps them make choices from a wide range of resources.
- Children's well-being is superbly promoted as arrangements for transitions to school and behaviour management help them to deal with their feelings and change.
- Training is very well supported and staff reflect regularly on their practice to ensure children's needs are met.

It is not yet outstanding because:

- The quality of teaching is not consistently outstanding because staff do not use every opportunity to extend children's learning.
- The impact of training on children's learning has not been fully evaluated to ensure they continue to make at least good progress.

What the setting needs to do to improve further

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

- raise the quality of teaching so it is consistently outstanding by using every opportunity to extend children's learning
- evaluate more effectively the impact training has on children's learning so they continue to make good or better progress.

Inspection activities

- The inspector observed activities in the main room, sensory room and the garden.
- The inspector spoke to members of staff and children and held a meeting and two joint observations with the manager of the setting.
- The inspector took account of the views of parents spoken to on the day.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working at the setting and a range of other documentation, including policies and procedures to safeguard children.

Inspector

K.A.Bryan

Inspection findings

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

Children make good progress from their starting points because staff have a clear understanding of providing a wide range of activities. Great emphasis is placed on children contributing to their own next steps in learning and, as a result, they initiate many activities. For example, a child staged a musical play around a well-known film and encouraged her friends to perform songs and actions to this in front of an audience. Children were delighted with the response they received from other children and from staff who had skilfully supported the activity. However, on occasion, not every opportunity is taken to extend children's learning fully. Children with special educational needs and/or disabilities receive an excellent service from staff. Strategies are in place to help individual children deal with different situations and to help them remain calm, so they have the best environment for learning. Parents receive a vast amount of information both about the setting and their child's progress. This ensures there is an excellent flow of information between staff and parents about what children enjoy.

The contribution of the early years provision to the well-being of children is outstanding

Children's well-being is of the utmost importance at the setting. Key persons know children extremely well, which helps them to settle and feel secure. Staff are very good role models and encourage children to share and work together, they have also put in place a 'Happy Tent'. This is a place where children can go to deal with their feelings and to calm down. Staff place a very high emphasis on ensuring children's physical needs are met. Snacks of fruit and yoghurt, and freely available drinks, help children to learn about their own needs. Arrangements for the transition to school are exceptional. All children have a transition booklet, which contains photographs of their new teachers, classroom and the school. This means that during the break before school starts they have a reminder of where they are going. The manager and staff team have an excellent understanding of how to safeguard children and all have received training in this area. Children are encouraged to take sensible and supervised risks and this supports their awareness of their own health and safety superbly.

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

The manager is a strong leader of a skilful, qualified and trained staff team. Arrangements for supervision and appraisals ensure that staff performance is constantly monitored and staff attend regular training courses. However, the impact that training has on children's learning is not always evaluated sufficiently. A thorough induction process ensures all staff have consistent working practices that result in continuity for children. The educational programme is effectively monitored and reviewed so that children have challenging activities to promote their learning. This also ensures any gaps in learning are quickly identified and responded to. All staff are involved in setting targets for improvement and there is a clear plan for progressing the setting.

Setting details

Unique reference number	EY414047
Local authority	Leicestershire
Inspection number	851478
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	26
Number of children on roll	39
Name of provider	The Old Dalby Pre-School Playgroup Committee
Date of previous inspection	21 June 2011
Telephone number	01664823100

Old Dalby Pre-School is a committee-run group originally established in 1970 and re-registered at new premises in 2010. The setting operates in a building on the Old Dalby Primary School site. The setting employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and two at level 6, including two with Early Years Professional status or Qualified Teacher Status. The setting opens from Monday to Friday during term time only. The morning session is from 9am until 12 noon and the afternoon session is from 12.30pm until 3.30pm. There is a lunch club from 12 noon until 12.30pm, a breakfast club which operates from 8am until 9am, and an out-of-school club which operates from 3.30pm until 5.30pm. The setting also opens for two weeks during the summer holidays. The setting provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

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