

Dunster Pre School

Inspection report for early years provision

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Inspector Jill Bainton

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Dunster Pre-School opened in 1982. It operates from a portakabin consisting of one room with adjoining toilet facilities and a fully enclosed outside play area, on the grounds of Dunster First School, Dunster, Somerset. It serves the local area. There are currently 45 children from two to the end of the early years age group. This includes 37 funded children. Children attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The group opens five days a week during school term times. Sessions are from 09.00 to 11.45 Monday to Friday and 13.00 until 15:30 Tuesdays to Thursdays. There are seven members of staff who work regularly with the children, of these, six have level 3 training and one has many years experience as an assistant. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The pre-school provides an outstanding education for its children. They are happy and enjoy coming to the pre-school. The staff create an interesting and imaginative range of learning opportunities which engage the children's interest and imagination. They particularly enjoy the outdoor activities, whether they are finding creatures in the mud, exploring the water tray, measuring capacity or gardening in the adjacent allotment, growing their own vegetables and soft fruit. Children flourish in the safe and secure environment, because their welfare is very well cared for. The pre-school plays an important role in the community and the adjacent school, with whom they work very closely. The parents are very positive in their support with an active committee of parents managing the pre-school. Children are making outstanding progress in their learning from their starting points and by the time they move to the Reception class are confident and independent learners. The assessment of the children's learning has been improved since the last inspection. The children have positive attitudes to learning and their behaviour is good. The staff encourage the children to learn and develop well. They are good at being close at hand to promote the children's learning. Self evaluation is rigorous and self critical and is helpful in moving the group forward. This illustrates the constant drive for improvement, evident in the work of the staff. Community cohesion is promoted through a planned programme of cultural activities, this has been identified by the staff as an area for improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- further develop community cohesion by providing children with wider experiences of cultures other than their own

The effectiveness of leadership and management of the early years provision

The leadership and management of the pre-school is outstanding. The manager is a very experienced pre-school leader who has a very clear understanding of the Early Years Foundation Stage and works very closely with the rest of the team who have worked together for a considerable length of time. The committed staff team are very dedicated and work very well together. Through an efficient recording and implementation of policies and procedures required for their safe management, the children are safeguarded. The staff have a clear understanding of the children's needs and a clear plan for improvement and strive to take the group forward. The children's needs are well met through an effective partnership with parents and carers and external agencies. The group make very good use of the resources and premises which are made interesting and inviting to the children.

The quality and standards of the early years provision and outcomes for children

The outcomes for children are outstanding. Children are eager to attend the group and make friends, they work well on their own and with others. Children enjoy making their own contribution to their learning, such as making suggestions for water play, adding more bubbles and water to the sand to make the consistency better for making castles. They show high levels of independence, such as at cafe time, choosing their own healthy snack. Children are curious, and have many opportunities to use their imagination such as in the current jungle activities, finding creatures in the sand. Relationships are very good at all levels and children respect each others differences. They show that they are developing a good understanding of how to keep healthy and ask for their sun hats when they go outside. The stimulating and welcoming environment encourages the children to take part in the activities on offer and initiate their own. The educational programme is well organised and meets the needs of the children very well. Both the indoor and outdoor area is suitable and used very effectively for planned, purposeful play and exploration. There is a good balance of adult led and child led activities that effectively promotes the children's active learning. Assessment is used well to plan the next stage of the children's learning through the good use of observations. The staff have a clear understanding of how young children learn and progress. The staff are very sensitive in their management of the children and this is reflected in the children's good behaviour.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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