Dormansland Pre-school Ltd
Parish Room, The Platt, Lingfield, Surrey, RH7 6RA

Inspection date
Previous inspection date
13 September 2016
Not applicable

<table>
<thead>
<tr>
<th>The quality and standards of the early years provision</th>
<th>This inspection: Good</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectiveness of the leadership and management</td>
<td>Good</td>
<td>2</td>
</tr>
<tr>
<td>Quality of teaching, learning and assessment</td>
<td>Good</td>
<td>2</td>
</tr>
<tr>
<td>Personal development, behaviour and welfare</td>
<td>Good</td>
<td>2</td>
</tr>
<tr>
<td>Outcomes for children</td>
<td>Good</td>
<td>2</td>
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</tbody>
</table>

Summary of key findings for parents

This provision is good

- Children enjoy a safe, welcoming and well-organised learning environment. Staff provide an exciting range of activities, indoors and outdoors, which reflect children's interests. Children are motivated and eager learners, and make good progress in their development from their starting points.
- Staff are good role models to children. They are very friendly and caring and children feel happy, safe and secure. Children enjoy positive relationships with all adults.
- Parents are made welcome and kept very well informed. Staff successfully involve them in their children's learning. For example, they invite them to regular reviews and offer meaningful suggestions for activities to continue children's learning at home.
- Staff are well supported by the manager. For example, they attend relevant training and have regular staff meetings to help update their skills and improve practice.
- Staff support children's language development very well. For example, they engage children in lots of conversations based on their interests and ask interesting questions to challenge children's thinking.

It is not yet outstanding because:

- The manager has not yet implemented a fully effective system to monitor the progress that different groups of children are making to encourage the highest outcomes.
- Sometimes, staff do not organise sessions in the most effective way, for example, to enable children to develop and extend their play without interruption.
What the setting needs to do to improve further

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

- monitor the progress of different groups of children more precisely to help all children make as much progress as possible
- review the routines of the day and group activities to make the most of opportunities to support children's learning and avoid interrupting them when they are engaged in activities.

Inspection activities

- The inspector observed teaching practices and the impact these have on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the setting's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector completed a joint observation with the manager and discussed children's play, learning and progress.

Inspector

Ben Parsons
Inspection findings

**Effectiveness of the leadership and management is good**

The manager works very well with the well-qualified staff team and they provide a welcoming atmosphere for children and their families. They effectively gain and act upon the views of parents, children and other early years professionals to help evaluate the pre-school provision and staff practice. Staff have improved their partnerships with other settings that children attend. For example, they share children’s assessment records with them to help provide continuity in children’s learning. Safeguarding is effective. All staff regularly attend training to help keep their knowledge thorough and up to date. They help to ensure that children learn in a safe environment, such as by addressing any potential risk they find in the setting and holding regular fire drills for children and staff.

**Quality of teaching, learning and assessment is good**

Management and staff regularly observe, assess and closely monitor individual children's development and plan challenging next steps in learning. They interact with children very well and make the most of opportunities to extend children's thinking and learning. For example, children enjoy using magnifying glasses to hunt for wildlife in the garden. Staff encourage children to closely observe insects and count their legs to help identify what they are. Staff support children's mathematical development very well. For example, they consistently encourage children to count, compare and measure as they play.

**Personal development, behaviour and welfare are good**

Children are very confident and behave well. They show respect for others and play harmoniously together. For example, they happily share out the tools they use for playing in the dough when their friends have none. Staff listen carefully to what children have to say. They show an interest in their home lives and value their opinions. Children grow in confidence and express their views and thoughts. Staff support children's physical well-being very effectively. For example, staff plan regular physical sessions where children practise new skills and exercise. Staff provide healthy snacks and share information with parents to help them support healthy eating at home.

**Outcomes for children are good**

Children learn many valuable skills that help to prepare them for their future learning and starting school. They enjoy listening to stories and talking about what happens. Children have very good early literacy skills, such as writing their name and recognising different letters. Children use their imaginations well, for example, cooking pretend meals in the role play home corner. Children are independent and enjoy taking ownership of tasks. For instance, they find their names to register themselves in the morning and manage their self care needs well. Children have a good awareness of safety. For example, they talk about the need to be careful of hot candles and carefully use climbing equipment.
Setting details

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<th><strong>Unique reference number</strong></th>
<th>EY481859</th>
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<td><strong>Inspection number</strong></td>
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<td><strong>Type of provision</strong></td>
<td>Sessional provision</td>
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<td><strong>Day care type</strong></td>
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<td><strong>Registers</strong></td>
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<td><strong>Total number of places</strong></td>
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<td><strong>Number of children on roll</strong></td>
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<td><strong>Name of registered person</strong></td>
<td>Dormansland Pre-school Limited</td>
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<tr>
<td><strong>Registered person unique reference number</strong></td>
<td>RP534008</td>
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<td><strong>Date of previous inspection</strong></td>
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<td><strong>Telephone number</strong></td>
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Dormansland Pre-school registered in 2014. It operates in Dormansland, near Lingfield, in Surrey. The pre-school is open between 9am and 3pm on Monday, Tuesday, Thursday and Friday, during term time only. The setting employs four staff, all of whom hold appropriate early years qualifications at level 3. The setting receives funding for the provision of free early education for children aged two, three and four years.

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