

Broadmayne & West Knighton Pre-School

Knighton Lane, Broadmayne, Dorchester, Dorset, DT2 8PH



Inspection date	14 March 2018
Previous inspection date	7 October 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children are very confident and develop good independence when they try to manage their self-care needs. For example, they have a go at putting on their coat using the trick that staff teach them, and serve their own food and drink for snack.
- The manager monitors the learning of all children effectively, to identify and target any patterns in gaps of learning. For instance, she has increased the opportunities for children to develop their mathematical skills through hands-on, purposeful outdoors play.
- Staff share detailed information about the children at frequent team meetings, to help them get to know all the children well. They accurately assess children's good progress, to promptly recognise any gaps and next steps in their learning.
- Staff are caring, welcoming and enthusiastic, and support children well to develop a good sense of emotional well-being. Children feel highly secure and have good social skills. They play harmoniously and make strong friendships.

It is not yet outstanding because:

- The manager does not routinely support staff to extend the learning of older children as well as possible during group activities, to help children make even more progress.
- Staff do not form links with all other settings that children attend as early as they could, to get to know the children more quickly, and provide consistent care and learning from the start.

What the setting needs to do to improve further

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

- support staff to recognise and make best use of all opportunities to extend older children's learning during whole-group activities
- develop closer links with all other settings that children attend from the start, to help staff to get to know children and provide good challenge in their learning more quickly.

Inspection activities

- The inspector observed children's engagement and learning during their self-chosen play and adult-led activities.
- The inspector carried out a joint observation with the manager to evaluate the quality of teaching and learning during a planned activity.
- The inspector spoke with staff, children, parents and grandparents, to take into account their feedback about the setting.
- The inspector held a meeting with the management team to discuss their knowledge and the procedures that fulfil the requirements of the early years foundation stage.
- The inspector sampled a range of documentation, including children's learning records, staff suitability checks, and risk assessments of the premises.

Inspector

Sarah Madge

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff demonstrate a good understanding of how to identify any children who may be at risk of harm and how to refer any concerns to the relevant authorities. They effectively carry out thorough risk assessments of the premises and activities to keep children safe, such as when planning a trip to a local farm. The manager provides good support and coaching for staff, including seeking training to enhance their knowledge and skills. For example, staff have successfully learnt and implemented new ways to interest and engage boys in mark-making activities, to develop their early writing skills. The manager is ambitious and committed to providing the best possible care and education for young children. Self-evaluation is rigorous, successful and reflects her high expectations. For instance, she has increased the opportunities for children to practise writing outdoors.

Quality of teaching, learning and assessment is good

Staff involve parents in children's learning from the start, to help them assess and plan for children together. Staff use their good knowledge of each child to plan purposeful and interesting activities that meet their developmental needs well. For example, they lead a 'dough disco' activity, to support children's coordination and dexterity. Children happily manipulate the dough with their hands and follow each other's ideas, such as pretending to use their fingers as scissors to 'cut' the dough. Children are imaginative and creative. For instance, they each take on a different roles as they role play and pretend to be at the vets, and tape a toy rat's teeth to make it feel better. Staff provide good support for children's listening skills and attention, such as encouraging them to tap the sounds in words with musical instruments, which children enjoy and manage skilfully.

Personal development, behaviour and welfare are good

Staff are friendly and enthusiastic in their interactions with the children, which helps to create a positive environment. Children arrive happily, greeted warmly by their friends, and quickly join in with activities. They listen closely to staff, follow instructions and behave very well. For example, they tidy away when asked by staff, having been warned of the need to end their games shortly before, and sit patiently as they wait for changes between routines. Staff create a stimulating and attractive environment, which effectively captures children's attention and motivates them to explore. The manager and staff work closely with the local school, such as when using shared play areas and joining together for activities, to help prepare children well for their future learning.

Outcomes for children are good

All children gain the key skills needed in readiness for school. For example, they communicate effectively using a broad vocabulary, and confidently share their thoughts and experiences. They learn to recognise and write some letters in their names, and talk about shapes and numbers during their play. Children understand and skilfully use technology, such as excitedly taking photographs of each other with a camera.

Setting details

Unique reference number	139324
Local authority	Dorset
Inspection number	1127075
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	34
Name of registered person	Broadmayne and West Knighton Pre-School Committee
Registered person unique reference number	RP909684
Date of previous inspection	7 October 2015
Telephone number	01305 853303

Broadmayne & West Knighton Pre-School was established in 1975 and registered in 1992. It operates from the children's centre premises in the grounds of Broadmayne First School, in the village of Broadmayne, near Dorchester. The setting is open Monday to Friday, during term time, from 9am to 3pm. There are seven staff members who work with children, six of whom hold relevant qualifications to level 2 or 3. The setting receives funding to provide free early education for two-, three- and four-year-old children.

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