

Dunton Village Preschool and Boomerang Club

Dunton Nurseries, Biggleswade Road, Biggleswade, SG18 8RL



Inspection date

8 October 2015

Previous inspection date

Not applicable

The quality and standards of the early years provision

This inspection:

Good

2

Previous inspection:

Not applicable

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

- The highly qualified owner encourages staff to enhance their already good knowledge and understanding of how children learn. Staff are supported as they gain further qualifications, helping to enhance good quality care and education within the pre-school.
- Staff use a variety of effective teaching methods. They introduce children to simple mathematical concepts as they work with dough and show them how to form letters with chalk on the path.
- Children play and learn happily in the pre-school. They freely select the activities and resources they would like to use. Staff support children who decide to cut and stick cardboard wands. Children spontaneously take their wands and decorate them with chalks, glitter and paint.
- Children behave well in the pre-school. Staff gently remind them to share and take turns. Children know how to measure time in a purposeful way, such as working out when it is their turn on the trampoline.

It is not yet outstanding because:

- Managers have not yet fully embedded systems to monitor the progress made by different groups of children given their starting points.
- Staff do not always sharply focus teaching on children's individual next steps in learning. They do not always add sufficient challenge to children's activities to help them rapidly move to the next stage in their learning.

What the setting needs to do to improve further

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

- review and refine the monitoring systems used to assess children's development to clearly show the progress different groups of children are making
- review planning methods used to consistently challenge children even more through activities that precisely reflect their next steps in learning.

Inspection activities

- The inspector observed activities both in the inside and the outside areas of the pre-school and spoke to staff and children at appropriate times throughout the inspection.
- The inspector held a meeting with the owner and at appropriate times with the manager and deputy manager.
- The inspector carried out a joint observation with the manager.
- The inspector looked at the evidence of the suitability of staff working with children and a range of documentation, including safeguarding procedures, complaints and accident records.
- The inspector viewed children's assessment records, and discussed planning methods with senior staff.
- The inspector looked at self-evaluation documentation, staff supervision records and discussed the staff's professional development with the owner.
- The inspector took into consideration the views of parents spoken to on the day.

Inspector

Katrina Rodden

Inspection findings

Effectiveness of the leadership and management is good

The owner and managers have established robust procedures to ensure that all statutory and governmental requirements are followed. The owner understands her responsibilities and knows where she can seek advice when necessary. The arrangements for safeguarding children are effective. The owner follows robust selection and recruitment procedures. All staff and managers know how to report any concerns they may have about children's welfare, helping to keep children safe. All new members of staff complete a well-planned induction programme that covers all policies, procedures, and responsibilities, helping them establish their roles quickly. Managers use a variety of methods to supervise staff and their performance is monitored by the owner. Managers attend meetings with senior staff from the owner's other setting, allowing them to share best practice and ideas. Managers involve all staff and parents to reflect and evaluate the care and education the pre-school and after school provision offers. The feedback helps managers create detailed action plans that are followed through and regularly reviewed.

Quality of teaching, learning and assessment is good

Children freely move around the pre-school, choosing toys and resources that stimulate them. Staff confidently follow children's interests to extend their learning. For instance, as children play with a train track, staff encourage them to solve problems and develop their mathematical and listening skills. Children have daily opportunities to explore and experiment as they play in the well-resourced garden. They enjoy using the space to draw around each other with chalks as they talk about their bodies. Disabled children and those with special educational needs are well supported. Staff work in partnership with other agencies and professionals to ensure the most effective teaching methods are consistently used.

Personal development, behaviour and welfare are good

Children are happy in the pre-school. They are proud of their achievements and frequently show their creations to different members of staff. There is an effective key-person system in place. Parents are kept up to date with their children's progress using a variety of ways. Each key person ensures that any important information is passed on to parents when they collect the children. If children stay to attend the after school provision, messages are either written or verbally shared. Children quickly learn and understand the rules and routines within the pre-school. Staff encourage children to develop their skills to help care for themselves. They pour their own drinks at snack time and enjoy working out how to put on a wide variety of dressing-up clothes.

Outcomes for children are good

All children make good progress in all areas of their learning and development. When the time comes, children are suitably prepared for school. Managers and staff recognise that children learn in a variety of ways and have worked hard to create an environment that supports all children to learn effectively. The owner has established very strong links with local schools that children move to. She has introduced the schools' methods for helping children to effectively develop their literacy skills within the pre-school.

Setting details

Unique reference number	EY477949
Local authority	Central Bedfordshire
Inspection number	1029027
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 11
Total number of places	26
Number of children on roll	35
Name of provider	Paulette Brown-Wilsher
Date of previous inspection	Not applicable
Telephone number	01767315807

Dunton Village Preschool and Boomerang Club was established over 40 years ago and re-registered in 2014. It is situated in Dunton, Bedfordshire. The setting employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The setting opens Monday to Friday during term time only. Pre-school sessions are from 9am until 3.00pm. The out-of-school club operates from 7.30am until 9am and from 3.15pm until 6pm. There is also a holiday club during the main school holidays. The pre-school provides funded early education for two-, three- and four-year-olds and supports disabled children or those with special educational needs.

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