

Dolton Church Of England Primary School Pre-School



Dolton C of E School, The Square, Dolton, Winkleigh, Devon, EX19 8QF

Inspection date	10 February 2016
Previous inspection date	6 March 2015

	This inspection:	Good	2
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
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 quality of teaching is good. Staff are well qualified and use their knowledge of how children learn to plan a good range of learning experiences, tailored to children's individual needs.
- Children are happy, self-motivated and confidently move around all of the learning areas. Frequent praise and encouragement promote children's confidence and self-esteem.
- Staff use effective systems for observing and assessing children's progress. They successfully track children's development and quickly identify and address any gaps in learning.
- Parents value the information they receive about their children's achievements. They are encouraged to continue children's learning at home. This has a positive impact on children's progress.
- The staff have worked hard to make the required improvements since the last inspection. They are committed to improving outcomes for children in their care.

It is not yet outstanding because:

- Children do not always have the opportunity to compare and describe shapes in their play.
- Occasionally, staff miss opportunities to extend children's understanding of the world around them, including the use of technology.

What the setting needs to do to improve further

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

- provide more opportunities for children to compare and describes shapes in their play
- strengthen opportunities for children to use technology to further support their understanding of the world around them.

Inspection activities

- The inspector observed staff and children and carried out a joint observation with the headteacher.
- The inspector spoke with the headteacher, pre-school leader and staff.
- The inspector sampled documentation, including policies, qualification certificates, monitoring and children's records.
- The inspector reviewed the pre-school's self-evaluation and action plans.
- The inspector spoke with some parents to gain their views on the day of inspection.

Inspector

Katherine Lamb

Inspection findings

Effectiveness of the leadership and management is good

Managers and staff are very experienced. They have successfully created an environment that effectively meets the needs of all children. Safeguarding is effective. Staff place a high priority on keeping children safe. They know the procedures to follow if they have concerns about a child and they minimise risks in play without limiting opportunities for children's development. Managers provide regular feedback and guidance to staff to improve standards in the quality of teaching and learning. For example, staff have redesigned the room to support younger children in their play. Evaluation of practice is successful. Staff use their findings to implement action plans that drive the continuing development of the pre-school and improve the outcomes for children.

Quality of teaching, learning and assessment is good

Staff know children well and this helps them to plan activities that match their needs and interests. They provide a wide range of challenging and enjoyable experiences, and encourage the views and ideas of children. Staff build on children's curiosity and enthusiasm for learning. Assessment is accurate, thorough and comprehensive; it leads to good planning for children's individual next steps in learning. Children enjoy using picture cards to select songs at group time. They make their own versions of their village, drawing roads and adding buildings. They confidently count while playing with water and explore playdough. Staff are responsive to children's individual needs. They model language effectively and are skilful in their use of questioning. This helps younger children to quickly acquire and extend their own language skills.

Personal development, behaviour and welfare are good

Staff work closely with parents to provide consistent care routines for children. This helps children to settle well and gain confidence. Staff support children's individual needs well. Children form strong relationships with staff, which helps them to feel safe and secure. Children are independent at mealtimes and confidently chat to their friends as they enjoy their healthy school dinners. Children benefit from good opportunities to play and be physically active outdoors. Children are learning about acceptable behaviour and how to play safely. Children's behaviour is good and they develop valuable social skills. They know the pre-school's rules and they develop respect for one another and the environment.

Outcomes for children are good

Children are developing a wide range of skills and are making good progress given their starting points. Staff challenge and extend what children know and, consequently, children are well prepared for the next stage in their learning.

Setting details

Unique reference number	EY465879
Local authority	Devon
Inspection number	1009285
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	16
Number of children on roll	7
Name of provider	The Tarka Federation - Dolton CE Primary School
Date of previous inspection	6 March 2015
Telephone number	01805804315

Little Otters at Dolton re-registered in 2013 under the management of the governing body of the Tarka Federation at Dolton Church of England Primary School. The pre-school has use of a classroom within the school, set in the village of Dolton, near Winkleigh, Devon. Sessions operate Tuesday to Friday from 8.45am to 1.30pm during term time only. The pre-school receives funding to provide free early education places to children aged two, three and four years. There are two members of staff; both hold appropriate early years qualifications to at least level 3.

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