

Inspection of Downton Community Pre-School

The Memorial Hall, The Borough, Downton, Salisbury, Wiltshire SP5 3NB

Inspection date:

14 September 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children arrive confidently and are warmly greeted by staff. Staff know children well and carefully plan activities to support them to reach their next steps and nurture their interests. Children are highly motivated, eager to participate and make good progress from their starting points. They find an activity that interests them as soon as they arrive and focus intently. For example, they use the craft resources independently to design their own crowns. Staff are skilled at asking questions and allowing children to think things through and solve their own problems. When children are unable to make items stick, they realise their hands are too sticky and go and wash them.

Children are imaginative and play cooperatively. For example, they pretend to be superheroes in the garden. Staff deploy themselves well to nurture children's development and extend their learning. For example, they support children to consider ways to bathe a plastic horse in the mud kitchen. Staff encourage children to pronounce words correctly and add new words to extend their vocabulary. Children use language well and are keen to share their thoughts. For example, they explain how trees can be made into tables. Children generally behave well and any minor disagreements are managed well by staff. Children are happy, safe and secure.

What does the early years setting do well and what does it need to do better?

- The dedicated and proactive management team have made many improvements to the pre-school since the last inspection. The curriculum is well designed and implemented and builds on what children already know and can do. Improvements to assessment processes ensure that any gaps in learning are quickly identified and effective interventions put in place.
- The manager conducts regular staff supervisions to gain oversight of the teaching that is provided for children. She uses this information to plan and implement training to improve and develop staff practice. This ensures children receive good quality teaching from knowledgeable staff.
- The special educational needs coordinator works closely with other professionals and makes timely and appropriate referrals. However, some staff are less confident at adapting their interactions with children who have special educational needs and/or disabilities (SEND). As a result, children with SEND do not always benefit from teaching that extends their language and communication skills.
- Staff challenge stereotypical ideas to promote respect for others and help children to develop an understanding of life in modern Britain. For example, when children talk about 'firemen', they are reminded that women can also be

firefighters.

- Children are independent. They put on their own coats and shoes, pour their own drinks and access resources themselves. This helps to develop their self-confidence and prepares them for school.
- Children gain an understanding of mathematical concepts appropriate for their age which builds confidence for their next stage in learning. They use the language of size and shape and use numbers in their play. For example, children compare their drinks and say, 'ours is the same height'.
- Managers use additional funding with integrity to ensure children and their families have the resources they need. For example, they provide free uniforms for some funded children.
- Children are active and benefit from lots of fresh air and exercise. They climb on the climbing dome, ably use the bicycles and run around in the garden area. This helps to keep them fit and healthy.
- Children benefit from a variety of activities which develop their fine-motor skills in preparation for early writing. For example, they pick herbs, dig in mud and pour water. Older children also practise writing their names on whiteboards.
- Children generally follow the rules and expectations of the pre-school. However, at times, during group activities, staff do not make their expectations clear. As a result, some children do not follow the rules and others are unable to fully participate in the learning.
- Parents are very happy with the care and education their children receive. They feel well informed about their children's progress and say their children enjoy attending the pre-school. Staff work in partnership with parents to suggest ways they can support their children's learning at home.
- Managers implemented effective procedures to prevent the spread of infection during the COVID-19 pandemic. These measures have now been reduced to allow parents to access the pre-school to collect their children at the end of the day.

Safeguarding

The arrangements for safeguarding are effective.

All staff fully understand their responsibilities in keeping children safe and have a thorough knowledge of the signs that a child might be at risk of abuse. This includes where to report any potential concerns about a child's well-being. The designated safeguarding lead works closely with external agencies to help keep children safe from harm. Managers adopt safer recruitment procedures to ensure staff are suitable to work with children and there is an effective system in place to monitor ongoing suitability. Risk assessments are undertaken and are effective in keeping children safe.

What does the setting need to do to improve?

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

- support staff who are less confident working with children with SEND to learn the skills and techniques required to develop the communication skills of children with additional needs
- set clear expectations for children's behaviour during group activities to help them to understand what is expected of them and to ensure all children can fully engage in the learning.

Setting details

Unique reference number	2505980
Local authority	Wiltshire
Inspection number	10213504
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	3 to 4
Total number of places	71
Number of children on roll	19
Name of registered person	Downton Community Pre-School Committee
Registered person unique reference number	RP520513
Telephone number	01725511178
Date of previous inspection	20 October 2021

Information about this early years setting

Downton Community Pre-School was originally registered in 2003 and re-registered at its current premises in 2018. It is located in Downton, Wiltshire. The pre-school is open from 8am to 5.30pm every weekday during term time. It is in receipt of funding for children aged three and four. There are five staff who work with children, all of whom have relevant childcare qualifications at levels 2 and 3.

Information about this inspection

Inspector
Lisa Large

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and inspector discussed how the curriculum has been implemented and the impact that this had on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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