

Inspection of Dickleburgh Pre-School

Dickleburgh County Primary School, Harvey Lane, Dickleburgh, DISS, Norfolk IP21 4NL

Inspection date: 11 October 2019

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive and develop extremely positive attitudes to learning at this superb pre-school. They are eager to explore and join in, and often ask staff to repeat an activity they have just finished taking part in. The manager and her staff carefully plan and provide a high-quality curriculum. Children benefit from extensive opportunities to play and learn throughout the indoor and outdoor spaces. They are well settled, confident and demonstrate that they feel safe and valued.

Children's behaviour is exemplary. They have a clear understanding of the rules and expectations of the pre-school. Children are kind and respectful towards each other. For example, they help their friends to zip up their coats or assist younger children to wash their hands. Staff praise their kindness and how they invite new children to join their play. Children actively take turns and share equipment.

Staff have high expectations of what all children can achieve. They encourage and support children's independence to a high level. For example, children use knives competently to prepare their snack. After it has rained, they decide how to dry the equipment outside and collect the towels to do this themselves. Staff demonstrate great confidence in children's abilities, telling them, 'I knew you could do it', as children succeed with difficult tasks. Children glow with pride as they accept awards for their achievements and efforts at the regular celebration assemblies held by the host school.

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

- The highly organised manager is passionate about her role. She incisively evaluates and reviews all aspects of practice and resources to ensure all areas of learning are promoted equally. She regularly seeks feedback and ideas from staff, parents and children. The manager uses this information to create detailed, precise plans for improvement which the staff team implements with enthusiasm and skill. Staff support every child to have highly meaningful and challenging experiences in their learning. Children play an active part in making changes in the pre-school. They talk to staff about their interests and ideas. Recently, they voted to name their new pirate ship equipment 'Gertrude'.
- Children develop excellent skills to support them in their future learning. For example, they enjoy books and stories enthusiastically. They recall familiar refrains and help staff to read key points in their favourite story. After reading about a talking egg, they explore ways to build a wall and a ladder to act the story out with an egg toy. They practise mathematical skills as they count the number of bricks they need to make a 'very tall wall', and creative thinking skills as they work out how to make a ladder. Children talk about each character's feelings and show their deep understanding of the story's structure and content.

- The quality of staff's interactions with children is outstanding. They promote children's thinking skills to a high level and recognise when to step back and let children direct their own play and learning. Staff ask open questions and encourage children to experiment, investigate and problem-solve.
- Staff benefit from robust supervision support arrangements and excellent opportunities to develop their skills, knowledge and qualifications. Recent training has led to staff understanding in even more depth how they can support children's early literacy. They have implemented changes to their practice and resources that have had an extremely positive impact. Staff speak knowledgeably about their areas of professional interest, such as children's yoga and language development.
- All children, including those with special educational needs and/or disabilities and those who receive additional funding, make excellent progress from their starting points. Staff establish highly effective partnerships with other professionals supporting children, such as childminders or speech and language therapists.
- Children explore the properties of different letter shapes as they create invitations, demonstrating great control of mark-making tools. Children write their own name with confidence and ask staff for help in spelling their friends' names. They demonstrate a growing understanding of the sounds letters represent and how they combine to make words.
- Partnerships with parents and families are superb. Parents feel extremely involved in their children's learning and contribute greatly to plans for their ongoing progress. They regularly share children's home learning with staff and say they appreciate the 'learning wall' display with suggestions and information on different areas of learning, such as numbers and speech.
- Children flourish in the extensive outdoor spaces. They delight in yoga sessions in the 'peace garden' and boisterous adventures on the large pirate ship structure. They spend extended periods outside, investigating the natural world and developing excellent control in small- and large-muscle movements.

Safeguarding

The arrangements for safeguarding are effective.

Staff have an excellent understanding of the signs and symptoms that may indicate a child is at risk of harm. They understand how to identify and report concerns. The manager ensures staff keep their child protection training up to date and keep their knowledge current with online refresher courses and regular staff meetings. When appointing new staff, the manager follows thorough recruitment processes. This ensures staff are suitable and have the necessary skills to fulfil their roles in the pre-school. Staff complete robust checks of the indoor and outdoor spaces and equipment to ensure children can play safely.

Setting details

Unique reference number	EY406553
Local authority	Norfolk
Inspection number	10113230
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	26
Number of children on roll	36
Name of registered person	Dickleburgh Pre-School Group Committee
Registered person unique reference number	RP907530
Telephone number	07905 085816
Date of previous inspection	7 January 2016

Information about this early years setting

Dickleburgh Pre-School registered in 2010. The pre-school employs eight members of childcare staff, seven of whom hold appropriate early years qualifications at level 3 and above. The pre-school opens from Monday to Friday during term time. Sessions run from 7.45am to 5.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Oakley

Inspection activities

- The manager took the inspector on a learning walk through all areas of the setting and garden to understand how the early years provision and curriculum are organised.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- A joint observation was carried out and evaluated by the inspector and the manager.
- The inspector held discussions with staff, children, parents and committee members at appropriate times during the inspection.
- A meeting was held between the manager and the inspector. The inspector looked at relevant documentation and reviewed evidence of the suitability of all persons working on the premises.

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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