

# Inspection of Dulwich Village Pre-School

Old Alleynian Club, Dulwich Common, London SE21 7HA

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Inspection date: 16 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are eager to arrive at the pre-school and share news about important events. Children show that they feel secure and build warm bonds with staff and their friends. Overall, those who are new settle very quickly into this welcoming pre-school. Children demonstrate their communication skills during their positive interactions with staff and each other. The support that new children receive to understand snack routines is sometimes more limited. Children show that they develop a strong sense of belonging. They regularly discuss important events or people in their lives. Children have few opportunities to learn about a broader range of cultures and communities. They take part in enjoyable activities that generally support their learning and development well. Children have very good opportunities to understand technology and its uses. They receive good support to develop independent self-care skills. Children benefit from the shared approach that staff promote with their parents. Effective personal care routines mirror those from home. Children develop a good understanding of how to maintain healthy lifestyles. They plant and grow food to eat and have frequent opportunities for more-active play experiences. Children behave well and are eager to help. They respond well to praise and encouragement, such as when they cut fruit or pour drinks at snack time.

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

- Staff support children's communication and language development effectively. They provide a variety of opportunities for children to speak and engage with others. For instance, children frequently enter the 'phone box' to make calls and extend their vocabulary during role-play activities. This helps less-confident children to communicate.
- Staff are very effective key persons and know children well. They work closely with parents and provide advice, reassurance and support. Parents appreciate the commitment of staff and speak highly of their caring approach.
- Staff meet the personal care needs of children well. They share information with parents and encourage a shared and consistent approach. They work closely with parents to support successful toilet training.
- Children behave well. They respond well to instructions and show that they know what is expected of them. Children show their independence as they self-register and clear away at lunchtimes.
- Staff implement activities to support children to understand more about each other. They discussed skin tones and the colour of their eyes as they made representations of themselves and their friends. This helps children to understand what they may have in common. Opportunities for children to learn about other cultures, traditions and communities are less well developed.
- Children develop their physical skills well outdoors. They show good control of

their bodies as they climb, crawl and balance. Staff support children to learn how to keep themselves safe as they practise their skills.

- The manager considers the needs of children and feedback from parents when planning improvements. For example, parents now have additional information and support for them to better engage with children's learning at home. Parents speak highly of the 'dedicated and caring' staff team.
- Children have good opportunities to understand technology and explore its uses. Younger children learn how to push buttons to make things happen. Older children solve mathematical problems on the interactive smartboard. Children use technical equipment safely in enjoyable and engaging ways.
- Staff manage children's individual dietary needs effectively. Children enjoy healthy and nutritious snacks. The snack routine helps children to develop their independence and early literacy, for example as children wash their hands and look for their name cards. Staff sometimes fail to notice when children who are new to the setting are unsure about what is expected of them.
- Staff receive effective support to enhance their skills and gain accredited qualifications. They regularly share their accurate assessments of children's learning with parents. This helps them to promptly address potential gaps in children's learning and development. Additional funding is carefully used to improve outcomes for all children.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff complete training to update their safeguarding knowledge. They are clear about the potential risks posed to children, including from exposure to extreme views and the unsafe use of technology. They know what action to take if concerned about a child, or the behaviour of a colleague. The manager liaises well with other agencies to help protect children's welfare and maintains accurate records of children's arrival and departure times. Staff manage risks effectively. They share information about children's personal care and implement accident procedures effectively. The manager follows safer recruitment guidance and checks the ongoing suitability of staff.

## **What does the setting need to do to improve?**

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

- strengthen opportunities for children to learn about other cultures and communities
- enhance the support available for children to better understand pre-school routines.

## Setting details

<b>Unique reference number</b>	EY547554
<b>Local authority</b>	Southwark
<b>Inspection number</b>	10133718
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Dulwich Village Pre-School CIO
<b>Registered person unique reference number</b>	RP547553
<b>Telephone number</b>	020 8693 2402
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Dulwich Village Pre-School re-registered in 2017. It is located in Dulwich in the London Borough of Southwark. The pre-school opens on Monday to Thursday from 8.45am to 3.15pm and from 8.45am to 12.45pm on Friday, during term times. Five staff work with children. Of these, three staff, including the manager, hold qualifications at level 3 or above. The pre-school receives funding for the free early education of two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Kareen Jacobs

### Inspection activities

- The manager showed the inspector areas of the pre-school and explained how the environment supports children's learning and development.
- The inspector observed activities and the quality of interactions between staff and children, and assessed the impact of these on children's learning.
- Discussions were held with parents, staff and children at appropriate times during the inspection.
- The inspector observed and discussed a children's activity with the manager.

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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