



## **Dandelions Community Pre-School Ltd**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY297275
<b>Inspection date</b>	15 November 2005
<b>Inspector</b>	Alison Jane Kaplonek
<b>Setting Address</b>	St. Marks Primary School, Danebury Road, Hatch Warren, Basingstoke, Hampshire, RG22 4US
<b>Telephone number</b>	01256 818857
<b>E-mail</b>	
<b>Registered person</b>	Dandelions Community Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Dandelions Community Pre-School opened in 2004. They are located in a purpose built building in the grounds of St Marks C of E Primary School in Basingstoke, Hampshire. They serve the local area and surrounding villages.

They have access to a main playroom, office, kitchen, toilet and washing facilities and an enclosed outside area. A maximum of 26 children may attend at any one time. The pre-school is open each weekday from 09:00 to 15:00 during term times.

Children may attend for a variety of sessions and some stay for lunch.

There are currently 52 children on roll. Of these 38 children receive funding for nursery education.

The pre-school is able to provide support for children with special needs and those for whom English is an additional language.

There are 8 members of staff who work with the children. Of these 6 hold appropriate early years qualifications and 2 are training at present. There are 4 staff trained in first aid.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children play an active part in keeping themselves healthy by independently taking themselves to the toilet and washing their hands. They are beginning to be aware of their bodies and talk about wrapping up warm before going outside to play. Children are well protected by staff who follow effective procedures and practices, such as recording accidents or the administration of medicines. Registration forms include information regarding children's allergies and dietary needs and permission for staff to administer first aid. However, they do not include permission to seek emergency treatment or advice.

Children are provided with a nutritious range of snacks such as fruit and vegetables at each session. They bring their own lunches if they choose to stay for lunch club. They enjoy the social interaction with their friends and staff during snack and lunch times. They are regularly offered drinks and may request others if required.

Children develop a good variety of skills during their physical play. They enjoy their outdoor time in the garden when they can access a good range of equipment which enables them to practice skills such as climbing, peddling, scooting and balancing. They confidently use a wide range of small equipment to increase their manipulative skills such as scissors, pencils, brushes and cutters and are gaining in control and co-ordination.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are well cared for in a safe, secure and child centred environment. Good use of the available space enables them to move freely within the room, choosing activities and confidently accessing well maintained toys and play materials. Children can access the toilet facilities independently and are encouraged to do this.

Staff are vigilant and reduce the risk of accidents by carrying out visual risk assessments on the premises and equipment. Children are familiar with the fire

evacuation procedure which they practice regularly, in-line with the neighbouring primary school drills.

Children are well protected by staff who have a clear understanding of child protection procedures and keep local contact numbers accessible. Parents can access information about the pre-school's child protection policy from the folder provided. Staff regularly share information about accidents and incidents with parents.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are provided with a wide range of resources and activities which cover all areas of learning and provide good play opportunities for all, including those with special needs. Children are able to self-select a good variety of tools and materials from the child friendly storage units provided, often initiating their own learning. They are interested and involved and enjoy their time at pre-school. Staff are attentive, listen to what the children say and encourage them to think and recall past learning.

### **NURSERY EDUCATION.**

The quality of teaching and learning is good. Children are making good progress in most areas of learning because of the staffs knowledge of their individual needs. Staff provide an environment where children have a wide choice of practical activities and are learning through play. As a consequence, children can set their own challenges and progress at their own pace. Children's work is valued and used for display purposes, providing a colourful and stimulating environment. Children benefit from staff who have a good understanding of how children learn and extend their learning using positive teaching and questioning. They encourage problem solving, for example asking children to work out how many more cups are needed. Children are provided with a calm learning environment where they feel secure and able to enjoy their learning. Plans cover all areas of learning and are sometimes extended using more structured activities for the older children. However, they are not linked to the stepping stones for learning and do not always show clear learning intentions.

Children are confident speakers using language to initiate and organise their play. They use language to explain what they are doing, both to staff and each other. They enjoy using books and listening to stories. Most children are able to recognise their names on labels when they self-register or find their place at snack time. All children use marks to represent their ideas and some children are beginning to write recognisable letters.

Children take part in a wide range of games and activities to develop their number skills and many count and recognise numbers to 10. Children use mathematical language and talk about shape, size and quantity during planned and routine activities, for example during their topic about houses. They learn about problem solving through practical activities such as giving out the cups at snack time or when cooking.

Children regularly explore and investigate, for example when cooking, growing potatoes, painting or junk modelling. They talk about living things when using bug boxes or watching tortoises being prepared for hibernation. Children use their imaginations well in numerous play situations, for example, during role play, when mixing paints and designing or making during art and craft work. They explore colour and texture when experimenting with dry and wet paint or using collage materials. Children talk about themselves and are learning about the customs of others. There are limited opportunities for children to use information technology to support their learning.

### **Helping children make a positive contribution**

The provision is good.

Children are fully included in the life of the setting. Most settle well and enjoy their time at pre-school, independently accessing the toilets and washing facilities and confidently moving between activities. Children who find it harder to settle are well supported by staff who know them well and encourage them to try a variety of activities. All children are valued and their individual needs well met. Children with special needs or English as an additional language are provided with extra support and have individual education plans.

Children benefit from clear rules and routines. They respond well to music played to remind them about tidying up time. Staff regularly praise and encourage good behaviour and as a consequence children behave well. Children gain an awareness of the needs of others when learning about the festivals and customs of other cultures. They have access to a selection of resources which promote equality of opportunity. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Parents are kept well informed about the policies and procedures, topics and activities provided through regular newsletters and clear information boards. They are encouraged to be involved in their child's learning in a number of ways. They can volunteer to help at a session or come in to talk to the children about certain interests or topics. They bring in objects from home to support children's learning and are provided with ideas as to how they can extend activities at home, for example talking about the colours of autumn leaves or reading stories. Parents feel able to approach staff and discuss their child's care and welfare.

### **Organisation**

The organisation is good.

Children are well settled and happy in the organised environment. They are cared for in secure, purpose built premises where staff are appropriately checked and qualified. Staff work directly with the children, providing support where required. They work well as a team, understand their clear roles and responsibilities and ensure that children's individual needs are well met.

Good essential records are kept for each child and shared with the parents, ensuring that children's welfare and care are of a good standard. Staff know the children well and know which children are due in at each session. They complete daily registers for children, staff and visitors.

Leadership and management is good. All staff and management are committed to providing care and education of a good standard. They ensure that evaluation is carried out during regular team meetings. Staff receive regular appraisals to identify their training needs and there is an induction procedure for new staff. The pre-school supervisor presents regular reports to the management committee.

Children benefit from organised and committed staff who have regular meetings. A good range of policies and procedures which are shared with both staff and parents means that the pre-school meets the needs of the range of children for whom it provides care and education.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

There are no complaints to report.

The provider is required to keep a record of complaints made by parents, which they can see in request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- Ensure written permission is requested from parents to the seeking of any necessary emergency medical advice or treatment in the future.

## **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- Continue to develop the planning and assessment system to ensure that learning intentions are clear and that staff are able to identify and plan for the next steps in children's learning.
- Increase the opportunities for children to access and use simple ICT equipment to support their learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)