

# Dalgarno Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	105686
<b>Inspection date</b>	04/04/2011
<b>Inspector</b>	Helen Steven
<b>Setting address</b>	1 Webb Close, London, W10 5QB
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<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Dalgarno Pre-school has been operating for many years and registered under the Children Act in September 2002. It operates from two ground floor rooms in a community centre in North Kensington in the London borough of Kensington and Chelsea. The children make use of the 'garden room' for lunch time and there is a secure outside area for physical play.

The provision is registered for a maximum of 19 children in the Early Years age range. They are registered on the Early Years register and both parts of the Childcare register. They do not currently care for any children over five. There are currently 28 children on roll, of these; 18 children receive funding for nursery education. The setting supports children who have special educational needs and/or disabilities and children attend who have English as an additional language.

The group opens Monday to Friday 9.30am until 2.30pm. Children attend for a variety of sessions. Four permanent staff members are employed to work with the children, all of whom have appropriate qualifications in childcare. They have an additional staff member to cover when needed. The setting receives support from the Early Years Development Scheme from the Local Authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time at this friendly nursery; they thrive in a safe and welcoming environment which enables them to make good progress in their learning. The management and staff team are very motivated and enthusiastic; they undertake regular training and review and reflect on their practice to continually improve the quality of the provision. The staff team have effective relationships with parents and are developing ways to communicate information with them to benefit the children. Good links are in place and information is shared with other agencies so that children can receive the care they require to meet their individual needs. Overall documentation is well maintained, although there is one breach of requirement.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that written parental permission to the seeking of any necessary emergency medical advice or treatment in the future is obtained for each and every child(Safeguarding and welfare) 26/04/2011

To further improve the early years provision the registered person should:

- strengthen the information provided to parents, for example, by making periodic summaries of children's progress and providing information on how their children are learning in the setting to enable them to continue this at home

## **The effectiveness of leadership and management of the early years provision**

Secure awareness of safeguarding issues among staff, along with ongoing, training ensures children are safe and secure. Children are safeguarded by thorough recruitment and vetting procedures, including the successful staff induction. There is a comprehensive range of policies and procedures that ensure the smooth running of the nursery and the children's safety and well-being. Parents are provided with a copy of the key policies on the notice board and have access to the policy file. Risk assessments are carried out regularly and daily checks are carried out each morning to ensure the environment is safe and secure. Staff are deployed effectively and know their roles and responsibilities. Overall documentation is well maintained, however, an oversight has meant that not all parents have given written permission to the seeking of any necessary emergency medical advice or treatment in the future as required, and this is a legal requirement.

There is a system of self-evaluation in place in order to improve the outcomes for children. The whole staff team is involved in this process and shares a clear ethos that puts the needs of children first. Improvements have been made to the outside areas since the last inspection which enable children to access activities that support their progress across all areas of learning. The setting has implemented effectively the recommendations made from the previous inspection. Inclusion is promoted throughout the setting through the identification of each child's individual needs. This process is successful as an effective key-person system is in place. The whole staff team are enthusiastic and leaders support their colleagues in continuously improving and developing the provision. The nursery is involved with the Every Child a Talker (ECAT) project which supports staff to create a developmentally appropriate, supportive and stimulating environment in which children can enjoy experimenting with and learning language. Good links with other agencies ensure that other professionals are also able to contribute to the support of children's individual needs.

There is a good partnership with parents and information is often exchanged. Parents are positive in their feedback about the nursery; they feel that the nursery is 'fantastic' and relaxed and staff are very friendly. They welcome the opportunities to meet with their key-person at the profile sharing meetings, as there are currently no regular written summaries of children's progress. Parents now receive regular newsletters, but these are not utilised to provide information about children's learning and ideas of how parents can support their children's learning at home. Planning is carried out as a staff team based on the identified needs of children. Activities are repeated to help children consolidate their

learning. For example, staff noted that children enjoyed exploring the texture of jelly and therefore it made a welcome return to the planned program of activities. The jelly perfumes the air, provides opportunities for children to make patterns and they watch in fascination as the substance falls from their fingers. Furniture, equipment and resources are good quality and suitable for the ages of children to support their learning and development. Free-flow access to an outdoor area, with a good range of resources, provides children with a varied choice of experiences across all areas of learning.

## **The quality and standards of the early years provision and outcomes for children**

Children are very happy and content in this friendly and welcoming environment. They are greeted warmly as they rush into nursery and settle quickly into their day. They are enthusiastic learners because the environment is made accessible and provides a good range of activities. Free-flow activities encourage all children to exercise choice and to explore, both inside and outdoors whatever the weather. Parents support this good practice by supplying their children with wellington boots for splashing in puddles. Weekly plans follow observations of the children, taking into account their interests and ensuring activities support their learning needs towards the early learning goals. Staff know the children very well and they plan for differentiation in activities to meet individual needs. For example, children who are able to count to ten are encouraged to explore subtraction.

Children share ideas and transform themselves into superheroes with the use of brightly coloured materials. They thoroughly enjoy the wind billowing their capes as they dash around the garden. They enthusiastically explore rhythm as they use wooden spoons to bang metal pots and pans. Children become aware of their environment as they use magnifying glasses to explore and take digital pictures on the cameras. They have the opportunity to access information and communication technology on a daily basis. Children become aware of time through the routine of the nursery and pictorial 'now and next' cards are used to reinforce the change in activity. Children's home languages are known to their key-person and community languages are on display throughout the setting. Children are introduced to Makaton signs in order to enhance communication.

Children share books with staff members in a cosy area and enjoy circle time as the animated staff use props to engage their interest. Staff sing with the children spontaneously throughout the day and everybody joins in enthusiastically singing 'jelly on the plate' at circle time, 'wibbling and wobbling' their bodies. Opportunities to mark make are throughout the environment, for example, in role play areas and in the garden. Children benefit from weekly Physical Education and music and movement sessions, balancing along beams and crawling under ropes. Children are encouraged to count the ducks wallowing in the jelly and hear mathematical language in everyday discussions. They use construction toys to create vehicles and learn about quantity as they fill differently sized containers with dried pasta. Children gain a sense of how to keep themselves safe as they undertake regular fire drills. Overall children behave well and are responding to the strategies put in place for turn taking. The respect and calmness displayed by the staff has a positive impact on the children who demonstrate good manners to their peers and

visitors. In partnership with parents children benefit from healthy, nutritious snacks and lunches. They learn that fruit is good for them and they are reminded to drink water which is available throughout the day. Children are beginning to develop an understanding of sustainability as they recycle cartons and packets for their creative junk modelling.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met