

# Dilton Marsh Pre School

Inspection report for early years provision

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<b>Unique Reference Number</b>	145858
<b>Inspection date</b>	26 September 2007
<b>Inspector</b>	Paul Martin Kitchen
<b>Setting Address</b>	The Mobile, High Street, Dilton Marsh, Westbury, Wiltshire, BA13 4DY
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<b>Registered person</b>	Dilton Marsh Pre School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional 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?

Dilton Marsh Pre-School opened in 1983 and is run by a committee of parents. It operates from a mobile classroom in the grounds of Dilton Marsh Primary School and serves the local area. A maximum of 24 may attend the pre-school at any one time. The pre-school is open each weekday from 09.00 to 12.00 term time only. All children share access to an enclosed outside play area.

There are currently 14 children from two to five years on roll. Of these, 12 receive funding for early years education. The nursery supports children with learning disabilities and/or difficulties. There are currently no children who speak English as an additional language.

The pre-school employs three full-time staff. All have early years qualifications to level two or three. The setting receives advice and support from the Local Authority and the Early Years Development and Childcare Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children begin to develop a good understanding of healthy practices. This includes the importance of personal hygiene such as washing their hands before eating and after using the toilet. Children are suitably looked after if they become ill and are protected through staff's competent knowledge of first aid and the procedures to follow in the event of an accident. Written parental consents are obtained before medication is administered. Accidents are correctly recorded and parents informed. Staff follow detailed hygiene procedures and have effective systems in place to ensure food is stored and prepared safely, such as the cleaning of food preparation surfaces prior to use.

Children enjoy fresh fruit and cheese for a snack and choose milk or water, which helps them stay healthy. However the additional provision of crackers with spread has little nutritional value and does not contribute to healthy eating. Throughout the day children have independent access to fresh drinking water from cups and a jug. This prevents children becoming dehydrated, particularly after physical play.

The session is well organised each day to ensure there is a regular opportunity for children's physical development. Children have a good awareness of space. They move around confidently, with control and in a variety of ways, including climbing, running, jumping and balancing. They proficiently use a wide range of small equipment such as scissors, paint brushes and spades.

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

The provision is good.

Children are cared for in a warm, well-maintained environment which is effectively organised to enable them to move around safely. Rooms are child-friendly with toys located for easy access and walls decorated with posters and children's art work. Staff manage the existing space and resources well and all areas are suitable.

Children benefit from a good range of toys and equipment to enable them to eat, play and rest. This includes arts and craft which promote creativity and dressing up clothes which help with social skills. All toys and equipment are well maintained and kept hygienic.

Staff keep a record of visitors, so they are aware of the adults on the premises. This ensures children remain safe. They are vigilant about children's safety when they are playing and check for hazards at all times, such as the security of doors and fire exits. Staff check equipment daily, discarding broken toys to prevent accidents. They cover electrical sockets and keep dangerous substances out of children's reach.

Staff protect children's welfare by their skilled knowledge and understanding of safeguarding procedures. Staff have recently received update training and are aware of the indicators of abuse and neglect to ensure children remain safe from harm. Parents are informed in writing that staff have a duty to refer safeguarding concerns and work in partnership with parents to provide the help and support that may be required.

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

The provision is good.

Children's independence is well promoted through a variety of opportunities. They move around freely, accessing toys and play equipment, and learn to be independent with their own hygiene. Children are fully involved in a wide range of enjoyable activities. These develop their mathematical thinking, imagination, language and creativity, for example messy play, role play, construction, singing, dance, arts and craft. Whilst children play outside at every session, the area has not been fully developed for outside activities. Children's development is therefore restricted as they cannot experience a fuller range of activities outside. Children are very happy at pre-school and are keen to communicate with staff, enthusiastically showing them their art work and talking to them about their experiences. Children benefit from warm relationships with staff who are interested in them and give praise and encouragement. Children play well together; they learn to share and have respect for each others' feelings.

Nursery Education.

The quality of teaching and learning is good. Staff have attended training on the Foundation Stage and competently put this into practice. Children make good progress through the stepping stones towards the early learning goals. This is due to staff's secure understanding of the Foundation Stage. Staff provide a wide range of activities and experiences and to cover all areas of children's learning. Planning is flexible, clear and covers all areas of the curriculum. Detailed planning for focussed activities ensures clear learning intentions are identified for children. Suitable assessment records for each child clearly show children's approach to learning and their achievements. The rooms are well organised and resources are attractively set out to stimulate children's interests in learning. Staff use open questions to effectively promote children's thinking and resources are generally well used.

Children speak confidently and clearly, talking through activities and reflecting on their experiences. Newer children are encouraged by staff to speak by using open questions. All sit still when requested to do so at circle time and respond to their name. They enjoy books, accessing them independently and listening attentively to stories in small and large groups. Older children recognise their written name at snack time and when putting their coat on a hook. Younger children are helped by staff. Older children count competently and reliably when in small groups. They begin to use number names spontaneously. Children show interest in shape and size when painting and colouring a cardboard snake. They play enthusiastically in small groups when building with bricks, puzzles and shapes. Children show curiosity and interest when exploring their environment. They correctly describe the weather and older children the day and date, successfully putting the weather chart together. Children demonstrate good control of tools as they cut, dig and paint. They explore colours when painting and older children can name primary colours.

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

The provision is good.

Children are highly valued as individuals as they are listened to with care and attention. There is a good range of resources that reflect diversity including wheelchair figures, books, dolls and posters. Children have regular opportunities to try a range of toys and equipment that show positive images of culture, ethnicity, gender and disability. Children develop a positive attitude to others and an effective understanding of the wider world.

Overall, children with learning disabilities and/or difficulties are supported suitably. Staff work well with parents to identify needs and form a suitable care plan. Staff have knowledge of the needs of children in their care, as they know the children well. Therefore they are able to recognise changes or concerns, which they share with parents.

Children behave well. They benefit from staff who are skilled in behaviour management. Staff reward good behaviour or special achievements with a badge system. This helps children to take a pride in their efforts. Staff give praise and encouragement all through the session. Children learn to share and take turns and accept the needs of others. They are helped to see right from wrong through consistent team handling and boundary setting.

Children are cared for according to parents' wishes. Information is exchanged daily and daily diaries are provided by the key worker for each child, for parents to view. Parents are provided with a good range of information, which keeps them informed about the provision. This includes information in the waiting area such as minutes of meetings. Parents report that staff are particularly sensitive to children's needs when they are new and separation is difficult. A complaints policy and procedure guides parents through the process of voicing any concerns. However, it is not as specified in the revision to the National Standards 2005, such as access to the complaints record. The outcome is that children's care is adversely affected as parents do not know how to access the complaints history. Therefore they cannot make an informed choice about the pre-school.

Spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Parents are well informed about their child's progress and their achievements. They are encouraged to be involved with their child's learning such as reading stories at home or helping with writing. Staff are described as always helpful and available. They are easy to approach, particularly at hand over when staff are at their busiest.

## **Organisation**

The organisation is good.

All the staff group hold qualifications in early childhood studies. They all have the relevant experience to provide the consistent care required. Children's welfare is paramount and staff have put into place effective procedures to protect children from adults who are not vetted. The record of staff suitability is complete and all staff are suitable. Play rooms are well organised to maximise space and resources, such as a separate room for painting and messy play. Staff know their roles and responsibilities and effectively implement routines to give children a broad range of experiences. Children benefit from well deployed staff, who consistently interact with them and give effective support and encouragement. This helps them feel safe and secure. Children are kept safe and healthy as staff attend and update their training, including first aid. Records and documents are stored securely and confidentially. Appropriate records are shared with parents who are kept informed about their child's progress.

The leadership and management is good. Staff have attended suitable Foundation Stage training and are involved in planning for the curriculum to help children develop in all areas. Staff work well with advisory teachers and the local primary school to constantly review the care and learning in respect of the effective transfer to school. All staff work effectively as a team. They meet regularly to give each other feedback to constantly improve the service. Strengths and weaknesses are identified by staff which are discussed at regular team meetings. The provision meets the needs of the range of children for whom it provides.

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

At the last integrated inspection the provider was asked to ensure children have access to fresh drinking water. This is now available in the play room where children can access it to prevent them becoming dehydrated. They were asked to ensure children have independent access to toys and resources. Children now access toys and resources situated at their level. This enables them to have a free choice to selecting toys. The pre-school were asked to improve staff's knowledge and understanding of the needs of children under three years, through the use of the Birth to three matters framework. This is now incorporated into the planning and provision of care for children under three. All children now benefit from this additional guidance. Lastly, the pre-school were asked to record the times of arrival and departure of children, staff and visitors. All these records are now kept so that in the event of an emergency the manager would be able to account for every person in the building.

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

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

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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

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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):

- increase knowledge and understanding of the revision to the National Standards including the complaints procedure
- ensure all food is healthy and nutritious

#### **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):

- develop the outside play area to extend children's learning outdoors.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)