



Dilton Marsh Pre School

Inspection report for early years provision

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| Unique Reference Number | 145858 |
| Inspection date | 06 March 2006 |
| Inspector | Jan Healy |
| Setting Address | The Mobile, High Street, Dilton Marsh, Westbury, Wiltshire, BA13 4DY |
| Telephone number | 01373 826693 |
| E-mail | |
| Registered person | Dilton Marsh Pre School |
| Type of inspection | Integrated |
| Type of care | 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.

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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

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

There are currently 24 children from 2 to 5 years on roll. Of these 18 children receive

funding for nursery education. The pre school supports children who have a special need and who speak English as an additional language.

The pre school employs 4 staff, 3 of whom hold an early years qualification, whilst 1 is working towards a recognised early years qualification. The setting receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in warm, clean premises, where they learn about the importance of personal hygiene, such as washing their hands before eating their snack and after using the bathroom. Older children independently help themselves to tissues, which they dispose of hygienically, whilst younger children are encouraged to learn these skills through demonstration. Children are suitably looked after if they become ill and are protected through staff's sound knowledge of first aid, medication routines and the procedure to follow in the event of an accident.

Children benefit from daily exercise in the outdoor play area, where they have the opportunity to extend their strength and to build their muscles, through climbing, riding wheeled toys, and balancing. Children enjoy action rhymes and games, such as 'head, shoulders, knees and toes', and develop their finer motor skills by having access to scissors, paintbrushes and tools when manipulating play dough.

Children eat fresh fruit and vegetables for snack and choose from milk, water, or juice, which helps them to stay healthy and to learn about the benefits of healthy eating. However, they do not have independent access to fresh drinking water, which may have an adverse affect on their learning, if they become thirsty.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Staff provide children and parents with a warm and friendly welcome upon arrival, making for a safe and secure atmosphere. Colourful wall displays adorn the 2 playrooms and examples of children's work are placed in folders in the entrance hall and are available for parents' perusal. The playrooms, however, are untidy and cluttered, which hinders children's independence, as toys and resources cannot be easily located.

Children's safety is a high priority in the setting and staff ensure all children are aware of the procedure to follow in the event of an emergency by practicing an effective evacuation procedure. There is an effective system to ensure children are released only to known adults, to ensure their safety. However, staff are not always vigilant about identifying risks to children, as they do not keep an accurate record of visitors entering or leaving the setting.

There is enough furniture and equipment to ensure children are comfortable and are able to play and eat together. The outdoor play area is fully enclosed and staff ensure the equipment is safe and of a good standard before use.

Staff protect children's welfare as they have sound knowledge about child protection issues and are aware of their responsibilities should they have a concern about a child.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and settled and share a warm relationship with staff, who are friendly and approachable. Children enjoy opportunities to work alongside their peers as well as on their own. When communicating with younger children, staff crouch down to their level, establish, and maintain eye contact, showing that they are interested in what children have to say. However, staff do not make effective use of the Birth to three matters framework, to plan and provide a range of stimulating and appropriate activities for the younger children.

Nursery Education

The quality of teaching and learning is satisfactory. The person in charge and the staff are suitably qualified and experienced to work with young children. They carry out their responsibilities effectively and continue their training, to ensure the group maintain an appropriate skill level to care and educate the children in their care. Children make steady progress through the early learning goals, due to the staffs sound understanding of the Foundation Stage. Staff value children as individuals and give reassurance and encouragement when children struggle in distinguishing right from wrong, but 'rules' are not always reinforced consistently, such as no running in the setting. Staff work sensitively and are knowledgeable about special needs and keep records based on observation to arrange the best support possible, which they share with parents. Staff promote anti-discriminatory practice by ensuring all children are included in all activities and by providing activities which help children appreciate and value each others' similarities and differences.

Older children are confident to try new activities available in the setting, such as baking, whilst younger children sometimes require some reassurance and encouragement from staff. Children are able to concentrate for short periods, such as when staff call the register. Most children are knowledgeable about the use of equipment and resources in the setting, such as the tools for use in the sand and water tray. Children are developing their imagination, for example, in the home corner when pretending to be a doctor and patient. They are able to communicate to staff about their likes and dislikes, particularly during snack time and are beginning to recognise how others are feeling, such as when a child is in need of comfort.

Children listen and speak in small groups, such as during story and snack time. They mark make when filling in a diary of appointments at the doctor's surgery in the home corner, holding a pencil correctly. However, pens and pencils are not easily accessible. Children access reading material, such as newspapers and are

developing an interest in books, but the book corner does not entice children as many of the books are out of their reach. Children sing and join in with familiar rhymes, enjoying opportunities to sing in front of their peers, which aids their self-esteem and confidence.

Children are familiar with number activities, such as games involving throwing dice and counting the dots. They recognise numerals up to 10 and practise using numbers when predicting the date and counting the days of the month. Most children are able to recognise and continue a pattern when weaving mats. Model making helps children to understand the concept of 3D shapes, such as cubes. They are beginning to solve practical problems, such as how many children are allowed to play in the water tray at the same time.

Children show curiosity and interest when exploring their environment, such as when they plant bulbs in the outdoor play area. They are beginning to identify similarities and differences when looking at blossom and varieties of seeds. Children experiment with musical instruments in the outdoor play area, where they have created a 'musical tree'. Children use their senses during cooking activities, such as their sense of smell, touch and taste. Children find out about their past, such as looking at photographs of themselves when they were a baby. They celebrate festivals that are important to them, such as Christmas and the Chinese New Year.

Children have the opportunity to develop their physical skills through a range of resources, such as a climbing frame in the outdoor play area, where they climb stairs and strengthen their muscles. They are growing in confidence, showing control and coordination during gymnastic sessions with the help of a qualified instructor. They demonstrate fine motor skills during sewing activities and move with imagination when pretending to be a monkey.

Children explore colour when painting and can name primary colours as well as black and white. They dance, act and role-play in the company of others, which helps to increase their confidence. Most children are able to distinguish between rough and smooth when playing in the sand and can discriminate between hot and cold.

Helping children make a positive contribution

The provision is satisfactory.

Spiritual, moral, social and cultural development is fostered. Children play harmoniously alongside each other and work in small groups when playing in the sand and water tray. They are developing a sense of pride in their work and as a consequence are becoming more confident. Children are starting to take responsibility, for example, tidying away toys after playing with them. Appropriate strategies are in place for behaviour management to address undesirable behaviour, such as using distraction as a method to resolve conflict.

Children have sufficient opportunities through the resources available, such as books and musical instruments, to help develop a positive approach to culture. Cooking activities take place to enable children to understand differences such as eating with a knife and fork and with chop sticks.

Overall, children with special educational needs and English as an additional language are supported appropriately. Staff respect children's individual needs and work in partnership with parents to ensure they are able to contribute to their progress.

Partnership with parents is satisfactory. Staff have developed a positive working relationship with parents, who contribute their knowledge and skills during activities, such as cooking. Information is shared daily and parents are able to access a variety of resources which show the activities children are involved in, such as photographs and examples of work.

Organisation

The organisation is satisfactory.

Leadership and management are satisfactory. Children's care and education are promoted by staff who are suitably qualified and experienced. In general, the procedure of the assessment and monitoring of children's progress are used appropriately and staff regularly work with other professionals to review this system. Assessment helps to identify significant steps in achievement and helps staff to match expectations to what a child is able to realistically achieve. Staff members regularly attend training courses to develop their knowledge and understanding of how children learn through play, ensuring that children are benefiting from new ideas.

The setting meets the needs of the range of children for whom it provides. Children are supervised when indoors and outdoors to help ensure their safety. The setting is organised reasonably well to aid children's learning, such as providing them with a suitable range of activities, however, not all are within children's reach, which may hinder their independence. The person in charge organises the staff to care for the children and to maintain an efficient and safe management of the provision.

Children's care is underpinned by suitable documentation, which is comprehensive. All records are stored securely and confidentially and to keep children safe, records are updated and the person in charge keeps Ofsted informed about any significant changes.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

There have been no complaints made to Ofsted 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 to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

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The quality and standards of the nursery education are satisfactory.

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 children have independent access to fresh drinking water
- improve the staff's knowledge and understanding of the needs of children under 3, through the use of the Birth to three matters framework
- record the times of arrival and departure of both children, staff and visitors

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):

- ensure children have independent access to toys and resources

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