

Dilton Marsh Pre School

Inspection report for early years provision

Unique reference number 145858
Inspection date 16/12/2011
Inspector Phillippa Wallis

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Type of setting Childcare - Non-Domestic

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Dilton Marsh Pre School has been open since 1983. It is run by a committee, including parents. It operates from a mobile classroom in the ground of Dilton Marsh Primary School. There are two playrooms, an internal lobby, toilet area, kitchen and an enclosed outside area. The pre-school opens five days a week from 9am to 3pm, term time only. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children in the Early Years age range may attend the pre-school at any one time. At present there are 27 children on roll, all of whom are in the early years age range group; this number includes children learning English as an additional language. Children come from the local area and most go on to attend the local primary school. There are five members of staff, who work directly with the children and hold appropriate qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall, all children are happy while attending this pre-school, making sufficient progress, although staff do not always support all children's individual needs as well as possible. Children benefit from using very well resourced and stimulating outdoor areas in all weather conditions. Appropriate evaluation of the provision takes place that drives improvement suitably, but some specific legal requirements relating to policies and procedures are overlooked, so overall, capacity to improve is satisfactory. Although relationships with parents are positive, communications with them do not help children progress as quickly as possible. Wider partnerships, although suitable overall, do not support children's move from the pre-school as well as possible.

What steps need to be taken to improve provision further?

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

- keep a record of risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 14/01/2012
- ensure that records are easily accessible and available for inspection (Documentation) 14/01/2012
- keep a written record of any action taken as a result of a complaint and provide it to Ofsted on request (Safeguarding and promoting children's welfare)(also applies to both parts of the Childcare Register) 14/01/2012
- provide parents with information about the procedure 14/01/2012

to be followed in the event of a parent failing to collect a child at the appointed time (Safeguarding and protecting children's welfare)

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

- develop a method of regularly identifying staff training needs and applying a programme of continuing professional development to meet these needs
- extend systems further for communicating with parents and other early years providers to develop a better two-way flow of information, knowledge and expertise regarding children's welfare, development and learning
- provide more opportunities for children to develop and use their home languages when in the pre-school, and provide resources such as posters and pictures that both reflect and respect children's differing cultural backgrounds, so that all families feel fully valued.

The effectiveness of leadership and management of the early years provision

Staff are suitably qualified to care for children, who are appropriately safeguarded through the pre-school's recruitment and vetting procedures. Sufficient staff hold appropriate first aid certificates. Required policies and procedures are generally suitable and the majority are in place, however some do not cover all specific legal requirements, although in practice staff keep children suitably safe. A basic risk checklist has been completed for the premises, however, this list does not show that all risks are identified and reduced. Staff state a full risk assessment has been carried out and that a record is kept, but it was unavailable on the day of inspection, which is a further breach of a specific legal requirement.

The pre-school has addressed most of the recommendations made at its previous inspection; however, the complaints procedure does not fully meet specific legal requirements. Partnerships are satisfactorily promoted overall, as staff have made suitable links with some other providers in the area; however, transitions to school are not supported fully. The pre-school has obtained local authority support. These links help to keep staff informed of current developments and go some way to supporting their continuing professional development, however the pre-school does not have a solid system of staff appraisal that identifies individual training needs. Staff reflect on their practice utilising support from the local authority to improve the provision for children's learning. Evaluation has resulted in good resourcing of the outdoor area and to identifying accurately that the planning and observation system requires further development.

The pre-school is held in a separate unit from the school, with the outside area. This means that children can explore and move freely, either indoors or outside as they wish, where there are larger toys and energetic play. This arrangement supports those children who prefer playing outdoors. Practitioners' have appropriate understanding overall of the needs of children who are learning English as an additional language; some activities are not always sufficiently adapted to enable these children to fully participate. The pre-school welcomes all children and parents. There is a suitably positive relationship with parents overall,

but staff do not do all they might to develop two-way communications as well as possible. A key person is assigned to each child to support parents and the development of their children. The distribution of newsletters ensures that important information is provided, although these are irregular. Comments from parents are positive. There are irregular opportunities offered to parents to discuss their children's progress, although staff willingly chat with parents in unplanned discussions. This helps to provide continuity in children's care and learning.

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

Children's progress is satisfactorily monitored by their key persons. Some observations are undertaken; however, these and assessment arrangements are not developed fully to effectively track, identify and plan for all learning priorities for all children, including those learning English as an additional language. The pre-school is having support from the local authority staff to address this. Children develop their independence by organising their play and helping with some of the tidying up. They are able to ask for assistance when this is needed. The staff team welcomes children to an environment that includes suitable activities for their ages and stages of development. Children may choose to play in the outdoor area where they are able to engage in regular exercise, with all required areas of learning available in a natural environment. Appropriate resources are presented so as to allow most children to be independent and choose what they wish to play with on arrival; however, labelling is by words only with nothing to support children who do not read English.

Children comply with safety, health and care routines and are developing a sound understanding of how to maintain a healthy lifestyle. They are supported in accessing the toilet and know they wash their hands afterwards. Staff follow suitable hygiene practices consistently, so that children are reminded to wash their hands at appropriate times, before snack or meal times, so preventing the spread of cross infection and maintaining children's good health. Mid morning snacks are offered to children, when they choose from a small selection of fruit and have a choice of milk or water. Fresh water is available at all times and children can help themselves or ask a member of staff to pour from the jug. Parents provide children with packed lunches. Mealtimes are sociable occasions when staff and children sit comfortably together and share conversation about their day. Children who learn English as an additional language are included in activities, although more support is required to meet their needs fully. The confidence with which the children enter pre-school demonstrates that they feel safe and secure so that they, generally, behave appropriately. They recognise routines and signals to bring them together for activities, including story times. They start to develop skills for the future through opportunities to count, learn the days of the week and enjoy festive celebrations.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified on the early years section of the report (Procedures for dealing with complaints) 14/01/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified on the early years section of the report (Procedures for dealing with complaints) 14/01/2012