

Dilton Marsh Pre School

The Mobile, High Street, Dilton Marsh, Westbury, Wiltshire, BA13 4DY

Inspection date	27/02/2013
Previous inspection date	16/12/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are settled, developing their confidence, independence and self-care skills within a safe, enabling environment.
- Staff have a positive relationship with the children and are good role models. They are deployed well, use consistent boundaries and provide clear guidance for children about what is acceptable behaviour.
- The leadership and management has established positive partnership with parents and carers, who are kept up to date about the setting's practices and routines. Parents have opportunities to become involved in activities with their child, both at home and within the setting.
- The staff offer a stimulating, well-resourced and welcoming environment, both in and outdoors, which support children's development and emotional well-being and provides a varied range of experiences in line with children's interests that promote their growing independence and cooperation.

It is not yet good because

- Activities do not consistently focus on children's individual learning needs to ensure they are appropriately supported and challenged. Some aspects of children's learning are not consistently monitored. Information is not always gathered from parents and other providers to enable staff to effectively identify gaps in their learning and plan for each child's individual stage of development.

- Self-evaluation of learning and development and care practices is not rigorous. The leadership and management does not effectively monitor or evaluate staff practice in order to drive professional improvement, or ensure consistency of approach to assessments and information sharing. As a result, children's progress is not optimised.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspectors observed free choice and planned activities in the two play rooms and the outside learning environment, including a joint observation with the manager of a planned cornflour and water activity.
- The inspectors held meetings with the manager and special educational needs co-ordinator of the provision and spoke to children's key persons as appropriate during observations.
- The inspectors looked at children's assessment records, planning documentation, Wiltshire's early years advisor reports, evidence of suitability of practitioners working within the setting, and a range of other documentation.
- The inspectors also took account of the views of three parents/carers spoken to on the day as well as information included on the setting's website.

Inspector

Nikki Whinton / Susan Crawford

Full Report

Information about the setting

Dilton Marsh Pre School opened in 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.

There are currently 31 children on roll all of whom are in the early years age range. The setting is in receipt of funding for the provision of free early education to children aged three and four years. It currently supports children with special educational needs and /or disabilities.

The setting employs five members of staff who work directly with the children. All staff hold Level 3 qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- promote the learning and development of all children by using information obtained from assessments, including input from parents and other providers. Use this to provide activities with sufficient breadth, depth, variation and differentiation, so that each child is offered sufficient challenge, to enable them to be active independent learners and better promote the next steps in their learning.

To further improve the quality of the early years provision the provider should:

- implement a rigorous and effective system for self-evaluation, which includes procedures for the regular monitoring and evaluation of staff practice, in order to drive professional improvement and ensure a consistency of approach to the completion of assessments and information sharing.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Practitioners have an adequate understanding of the requirements of the Early Years Foundation Stage, which are appropriately implemented overall. They offer a varied

programme of adult-led and child-initiated activities, in line with children's interests, both indoors and within the setting's stimulating and inviting outdoor learning environment, which enable children to make sound progress towards the early learning goals.

Practitioners undertake some planned and spontaneous observations and assessments of the children, which they link to some of the areas of learning and use to plan future activities for most children. There are some areas of weakness in planning; staff sometimes miss opportunities to extend children's learning further to meet the needs of individual children. For example, children are encouraged to add more water to cornflour but are not given opportunities to explore and investigate for themselves why they might need to do this and to measure how much water is needed this does not extend their understanding. Overall, most children's learning and development is generally in line with expected developmental ranges for their age groups, given children's differing starting points.

Practitioners have a positive partnership with parents and welcome their active involvement in the setting. Through regular newsletters, setting displays and the provision's website, parents are given suggestions of activities to undertake with their child at home, such as investigating nursery rhyme bags. This supports their child's communication and helps develop an enjoyment of reading. Practitioners make themselves available to parents on an informal daily basis and invite them to attend termly 'Open Hours', where they are updated on the assessments completed by the staff and shown their child's Learning Journey folders. However, practitioners do not consult other early years provisions attended by some of the children, to receive feedback of their completed assessments of children's progress. Any possible contributions from parents to assessments is on an ad hoc basis, largely dependent on the approach of individual practitioners. For example, link books to aid communication and feedback between home and the provision are only used by some key persons. As a result, practitioners do not use information from a wide range of possible sources to inform children's assessments or future planning. Consequently, planning lacks sufficient depth and breadth. Activities are not differentiated, in order that every child is offered sufficient challenge to enable them to make the best possible progress.

Practitioners know the children well, are aware of their differing needs and have a positive relationship with them. They are deployed well throughout the setting to promote children's learning and development. They offer a cheerful, welcoming, inclusive environment, where children's labelled artwork is displayed throughout the provision. Children move confidently and freely around the setting. They self-select from a wide range of age appropriate resources, stored at the children's height and make choices in respect of the activities they wish to explore. The children have regularly planned opportunities to experience the setting's well-resourced outside play area, where they move and interact confidently and with control. Children enthusiastically rake up fallen leaves, add food to the provision's bird table and carefully make chalk marks on the ground as they accurately count how many times they successfully throw a ball through a basketball hoop.

Children settle quickly and appear relaxed within the setting. They demonstrate increasing independence and confidence in their self-care skills, as they take off their own coats after

outside play or wash their hands at the completion of craft activities. Through practical, meaningful routines such as finding their name cards for self-registration or placing their coats on their named coat pegs, children are learning to recognise their name in print and gain an understanding that words have meanings. The children are gaining social skills. They behave very well, form positive relationships, share resources, take turns and show consideration and kindness towards others. For instance, when some train track that a child has painstakingly assembled is mistakenly tidied away, the children work quickly and cooperatively as a group to re-assemble the track for their friend.

Children are able to sit attentively and concentrate for short periods, such as during the exploration of the provision's nursery rhyme bag or the daily completion of the setting's weather chart. Planned music and movement sessions using taped music, enable children to develop their coordination and control, whilst learning to listen and follow simple instructions. Some staff do not always sing along which does not consistently promote children's language and confidence to join in. However, more confident children sing along independently with no encouragement. Some effective use of questioning by practitioners, such as during a story time discussion of opposites, enable most children to increase their vocabulary, whilst developing their understanding, critical thinking and listening skills. As a result, most children make progress in their communication and language development. Children are learning to express themselves with increasing confidence within a familiar group, such as when one child informs their peers 'last night I saw a spider on my bed'. Consequently, children are gaining skills, attitudes and dispositions they need to be ready for school or the next stage of learning.

The contribution of the early years provision to the well-being of children

The practitioners know the children well, act as a good role models and set clear boundaries of behaviour. Children behave very well and demonstrate genuine concern and consideration for others. They settle quickly as they feel safe and secure in their good relationships with staff and understand what is expected of them. Staff offer children regular praise and encouragement, together with targeted stickers for achievements, which further supports them in gaining confidence and self-esteem. The key person system, which encourages frequent dialogue between staff and parents or carers in respect of children's care needs, strengthens practitioners relationships with the children and their families, and supports children's well-being. Practitioners help children to learn to be independent, such as when putting on aprons for craft activities and encourage them to manage their own personal needs. Gentle reminders, such as when hand washing prior to meal times, helps to reduce the risk of cross contamination.

The practitioners offer a well-resourced, stimulating, child-focused learning environment, both in and outdoors, which support children's development and emotional well-being. Children are provided with a varied range of experiences in line with their interests that stimulate their curiosity, whilst promoting children's growing independence and cooperation. Children are encouraged to develop healthy lifestyles through routines which include helping themselves to drinking water and trying healthy snack options. Parents are requested to provide their children with healthy packed lunches and through the regular newsletters are given varied suggestions of healthy lunch box menus. Planned

opportunities to grow fruits and vegetables such as potatoes and tomatoes have enabled children to plant, tend, harvest and then eat what they have produced. This gives children an understanding of how things grow over time. Practitioners give children clear and simple explanations to aid their growing understanding of the natural world, such as when reminding a child to put their coat on when playing outside as it is still winter and they may feel cold. Children are offered meaningful opportunities to develop an understanding of nature and the outdoors. For example, a practitioner explains to a child how a squirrel has been eating the nuts from the children's bird table and the reasons why the squirrel might do this.

Children have daily opportunities for fresh air and physical exercise within setting's stimulating outside play area, which helps to promote their good health and well-being. They are gaining a good understanding of risk, as they manoeuvre themselves efficiently and safely around obstacles and equipment. Practitioners give a high priority to children's safety and well-being. They undertake regular risk assessments of all aspects of the provision. The premises are kept secure and staff are well deployed to support children's care, learning and development needs. Children are reminded of the importance of taking care and staying safe, such as when walking down the steps outside the premises or climbing into the outdoor play house. As a result, children are gaining a good understanding of how to keep themselves safe.

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

The manager has a sound understanding of her role and responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. Practitioners are invited to attend training offered by the local authority, yearly appraisals are completed on all staff and weekly staff and planning meetings are arranged to co-ordinate future activities and experiences for the children.

The arrangements for safeguarding children are sound. All practitioners have attending targeted training, have a secure understanding of the setting's safeguarding policy and know how to implement the procedures. Practitioners inform parents about the setting's safeguarding responsibilities through the provision of written policies and procedures. There are effective channels of communication in place with professional support agencies, to promote the learning, development and well-being of children attending with any identified additional needs.

The leadership and management has a positive partnership with parents and carers. Parents are offered a wide range of good resources, such as books to share with their child at home and a Paddington Bear with his diary for completion, to take on family outings, to support the development of children's language and communication at home. There are varied arrangements in place for information sharing. Individual key persons communicate with parents on a daily basis, particularly in respect of children's care needs and well-being. Parents are informed about the staff's assessments of their child's educational progress through informal discussion and planned termly meetings. Parents are kept up to date in respect of the setting routines, practices and events through the

provision's website, monthly newsletters, the entrance hall's notice board displays of daily and weekly planning and by the group's own giant Learning Journey folder. However, the manager does not undertake any form of staff supervision or monitoring of the practitioners' delivery of the educational programmes. The methods used by individual staff when completing their key children's educational assessment records vary. As a result, there is no cohesive system to ensure consistency of approach or that opportunities to promote children's learning and development are maximised.

There is no formal system for self-evaluation in place, in order to review the staff's practices, highlight the setting's strengths and the areas for development. This hinders the setting's ability to reflect, monitor, analysis, self-challenge and put strategies in place to improve the service offered to the children. However, the manager and staff have identified through an audit of assessment documentation that children have had limited opportunities to explore or increase their awareness of mathematics as part of the daily routine. As a result, the staffing team are currently focussing their attentions on this area of the educational curriculum and are asking parents to help, by assisting their child to bring in articles from home to improve the available mathematical resources. The setting's local authority early years advisor is also putting strategies in place to further identify and drive improvement.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	145858
Local authority	Wiltshire
Inspection number	906629
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 31
Total number of places	24
Number of children on roll	31
Name of provider	Dilton Marsh Pre-School
Date of previous inspection	16/12/2011
Telephone number	01373 826693

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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