



Dragonflies Pre-School

Inspection report for early years provision

Unique Reference Number	EY300331
Inspection date	19 May 2005
Inspector	Doreen Forsyth

Setting Address	Collingbourne Ducis Village Hall, Chicks Lane, Collingbourne Ducis, Marlborough, Wiltshire, SN8 3DZ
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Telephone number	
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E-mail	
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Registered person	Dragonflies Pre-school
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Type of inspection	Integrated
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Type of care	Full day care
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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?

Dragonflies Pre-school opened in 2004, after previously being known as Collingbourne Pre-school. The setting operates from a room in the village hall in the village of Collingbourne Ducis, Wiltshire. Children attend from Collingbourne Ducis and other surrounding villages. The setting has an enclosed, grassed area for outside play.

The pre-school is registered to care for 18 children aged between 2 and 5 years.

There are currently 24 children on roll, 19 of these are in receipt of government funding for nursery education. The setting welcomes children with special educational needs. The pre-school operates from Monday to Friday during school term times, and is open from 09:00 until 15:30 each day.

Four members of staff work with the children, two of whom have relevant early years qualifications to level three. One member of staff is currently working towards a level three qualification.

The setting receives support from the local Early Years Partnership and is a member of the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

The children learn well about healthy lifestyles. They are encouraged to be independent in their daily personal care, for example, they understand the importance of washing their hands before eating and after using the toilet, and when their hands are dirty after painting. Staff follow appropriate health and safety procedures that help to ensure children's safety and promote children's understanding of good hygiene routines.

Children have access to fresh drinking water. They enjoy a range of healthy mid morning snacks each day. Parents supply children with packed lunches, which staff keep refrigerated. Children discuss what is 'good' for them with the staff when eating their lunches and explore healthy foods in topic work.

Children take part in some physical activities most days, such as ring games in the large hall or movement to a music tape, helping to develop their physical skills and co-ordination. The pre-school has recently opened a new secure garden, but this is only available in good weather, so children do not have many opportunities to practise their climbing and balancing skills or control wheeled toys. They use a wide range of tools, such as scissors, paint brushes and construction toys with good co-ordination, helping them to learn to control their small muscles well.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The attractive and well planned playroom is safe and secure. Children are safe because staff use a range of suitable security procedures and ensure only the correct adults collect the children. Potential risks to children are identified and reduced by the staff as they follow correct procedures, have made the premises safe, and regard children's safety as a priority. Children understand the safety routines and are learning about their own safety.

Children play with a extensive range of age appropriate and suitable toys and

resources. These are stored on low shelving where children can access them freely and independently. The furniture is comfortable and of a suitable size for three- and four-year-olds.

The children's welfare is likely to be safeguarded because most staff have a suitable knowledge of child protection issues. However, some staff are not sure of the procedures to follow if they have child protection concerns and the setting does not have a procedure to follow if allegations of abuse are made against a member of staff.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and settled at the pre-school, they enjoy learning in friendly and welcoming surroundings. Staff know the children and their families well, they interact with them talking about the children's homes and interests. Younger children are 'looked after' by the older ones that are soon leaving for school, helping to develop their confidence. For example, one of the older children competently 'read' 'The Bear Hunt' story to the other children at group story time. Children take part in a suitable range of activities that encourage their learning. They are very familiar with and understand the daily routines. Children are learning to behave well, they relate well to each other. Their work and efforts are valued and praised. Their art and topic work is used by staff for attractive wall displays.

Nursery Education

The quality of teaching and learning is satisfactory. Children are progressing in all areas of learning through a range of suitable activities. They develop their imaginations well in role play. Children enjoy dressing up and pretending to be animals in the jungle. Children's mathematical understanding is developed in the daily routines, such as discussing the shapes of their toast at snack time, the date at registration time or the circles they use to make caterpillars for the wall displays.

They enjoy learning about the natural world and their environment; at present they are learning about the life cycle of butterflies. They were interested in the caterpillars in a jar that a child brought in for them to see and are making books about butterflies in their key worker group times. Children are confident speakers and talk well to each other and the adults present, they are good at expressing their thoughts and ideas in words. They can recognise and are learning to write their own names, they enjoy mark making and use pencils and paint brushes with good control. They freely use the creative area where they have opportunities to choose their own resources and materials, experience different textures and media, and express their own ideas.

Children begin to develop an enjoyment of books and stories. There is a well presented book corner with a good selection of suitable books. They sing different songs and rhymes from memory. They all love the 'Bear Hunt' story and actions which they are planning to act out for parents later in the term.

Children work well together, at tidy up time they co-operate to put away the toys.

They share and take turns. Staff plan a range of activities that help children to progress towards the early learning goals and are beginning to use the appropriate assessments they make on children's progress to plan for children's individual learning needs. The planning used at present does not fully show what children should learn and does not show how to provide children with challenge in their learning. This means that not all areas of the children's learning are fully promoted and some children, particularly those who learn more quickly, are not always sufficiently challenged, for example in their physical development. If children attend that have special educational needs a Special Needs Co-ordinator has been appointed and trained to provide for their individual learning.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. Children behave very well, they enjoy sharing their home lives and news with the others and being part of the group. They co-operate and take turns, they understand that others have different needs. For example, one child was concerned that another was uncomfortable because there were too many children in their pretend car. They are encouraged to share, say sorry when necessary and to be polite to each other. Staff intervene in minor disputes if necessary, but mostly the children are able to work out their disagreements on their own. Staff are good role models and are polite to the children. Children's good behaviour is acknowledged and rewarded, often with a sticker. Children enjoy each other's company, and are pleased to see each other as they arrive.

The setting has resources that promote equality of opportunity and children learn about the wider world. The children celebrate special events, such as Diwali or Mother's day and learn about different festivals and cultures.

The partnership with parents is good. Children are happy and relaxed because staff and parents value a sound partnership. Parents receive an informative pack telling them about the pre-school, the policies and procedures, and about the curriculum the children follow. They are given a 'red' book which contains activities the children can do at home with their parents and is used to exchange information. There are open evenings and regular reports on children's progress. Key workers meet with parents to discuss children's abilities when they first start in the setting and are developing regular key worker update meetings, this helps ensure children's individual progress is observed and developed.

Children benefit from their parents being involved in their learning. There is a comprehensive notice board, which includes notices suggesting how parents can help their children look for items linked to the sound of the week at home, photos of the staff and the complaints procedures. Parents are also actively involved with the setting, they are on the management committee, take part in fund raising and help with maintenance such as working with the children to improve the garden area. Parents are welcome in the setting, they are encouraged to take time settling the children so that they are happy and relaxed.

Organisation

The organisation is satisfactory.

The setting meets the needs of the range of children for whom it provides. The pre-school is appropriately organised and managed to meet the children's needs. The staff are all suitably vetted, and experienced in child care. Most staff have relevant qualifications, or are attending training. They work well together, forming a strong staff team. The procedures and policies required to ensure children's well-being are all in place, but the daily register is not accurately completed. A suitable operational plan is in place, which indicates how the setting is organised and how children's well-being is protected. Children receive individual attention as the setting has a high adult/child ratio.

Leadership and management is satisfactory. The management committee are mainly parents who are often in the setting and can regularly evaluate the provision offered. The committee and play leader meet regularly and work closely to promote children's progress and learning. However, the management has not yet ensured all the key issues to improve the nursery education from the last inspection have been implemented. The setting encourages staff training and development. The setting has plans for staff to attend some 'Makaton' training to benefit children with special needs.

Improvements since the last inspection

At the recent education inspection, the setting was required to ensure the planning is firmly based on the stepping stones towards the early learning goals, and shows children's learning intentions. This is not yet in place and will be carried forward as a recommendation from this inspection.

They were also required to keep the observation scheme updated and used to plan for children's individual learning to help children to move on. The 'Building Blocks' scheme seen at this inspection was up to date, and being used to inform planning.

The last point was to provide parents with more opportunities to share with parents what they know about their children's learning. Parents are asked to help staff complete an initial profile with their child's key worker and are then to be invited to regular key worker meetings. The setting is committed to increasing opportunities for parents and staff to exchange information.

Complaints since the last inspection

There are no complaints to report

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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 staff are confident in the procedures to follow if they have child protection concerns
- ensure that the daily record of attendance records the time of both children's and adults attendance

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):

- provide children with more opportunities to practise their climbing, balancing and coordination skills
- continue to revise the daily planning, so that the learning intentions for focused activities are clear, and that children's individual learning needs are met

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