

# Dragonflies Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	EY300331
<b>Inspection date</b>	02/10/2008
<b>Inspector</b>	Penny Wood / Judith Reed
<b>Setting address</b>	Collingbourne Ducis Village Hall, Chicks Lane, Collingbourne Ducis, Marlborough, Wiltshire, SN8 3DZ
<b>Telephone number</b>	
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## **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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

## **Description of the setting**

Dragonflies Pre-school opened in 2004, after previously being known as Collingbourne Pre-school. The pre-school is registered on the Early Years Register and operates from a room in the village hall in the village of Collingbourne Ducis, Wiltshire. The premises and outdoor play area pose no restrictions on access for persons with disabilities. Children attend from the village and surrounding area.

A maximum of 18 children between the ages of two and five years old may attend the pre-school at any one time. There are currently 22 children on roll, and of these, 15 are in receipt of government funding for nursery education. The setting welcomes children with special educational needs and children who speak English as an additional language. The pre-school operates from Monday to Friday during school term time only, between the hours of 09:00 and 15:30. The pre-school employs six members of staff, of which, three have a relevant childcare qualification.

## **Overall effectiveness of the early years provision**

Children are happy and busy within the calm atmosphere of the pre-school. Staff know the children well and are able to offer appropriate levels of support to ensure individual children's needs are met. Staff value the uniqueness of each child and offer appropriate support to children with additional needs and for those who speak English as an additional language.

The pre-school have good systems in place to ensure the setting continually improves the quality of provision. Recommendations raised at the last inspection have been suitably addressed. As a result of this inspection, the pre-school have been given two recommendations on how to improve children's experiences.

## **What steps need to be taken to improve provision further?**

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

- review the length and timetabling of activities to ensure they meet the needs of children present
- formalise systems for recording concerns relating to children's welfare and safety.

## **The leadership and management of the early years provision**

The pre-school is organised by a manager who is passionate about providing good quality experiences and learning opportunities for children. She is supported by a team of staff who work well together. Children benefit from a consistent base of staff who are knowledgeable about the routines, their roles and responsibilities. Staff are encouraged to attend short training courses in order to develop their

practice and to introduce children to new experiences and play opportunities.

Robust recruitment procedures ensure all staff are suitable to work with children, with those awaiting the return of checks fully aware of the limitations on their role until those checks have been cleared. Children benefit from staff's knowledge of child protection issues. However, the pre-school does not have a formal system which is readily available for recording concerns or incidents to ensure prompt and accurate information is recorded. Good procedures for risk assessing the areas used by the pre-school ensure children are able to play in a safe and secure area.

The group are currently undergoing accreditation in order to demonstrate their commitment to providing children with the best possible start in life. As a result, they are evaluating their practice and reviewing procedures to ensure they are effective and promote high quality experiences for children and their families.

Management considers their partnership with parents as a key strength within the provision. Parents are welcomed to serve on the management committee and receive information on a regular basis about news and events within the pre-school. In return, parents are encouraged to share their knowledge and experiences with the staff and children, particularly those that relate to varying cultures and festivals. As a result, children are developing a wider understanding and respect for the world around them.

## **The quality and standards of the early years provision**

Children are very happy at the pre-school. They enjoy participating in activities, which are linked each half term to a common theme. Staff adopt a flexible approach when providing activities, ensuring that children's ideas and suggestions are valued by incorporating them into the weekly plan. For example, children stated that they wished to participate in exercise, resulting in the staff providing children with opportunities to enjoy music and movement sessions. This flexible approach places a high value on children's input into the provision and ensures children are able to follow activities of their own choosing. Overall, there is a good balance between adult led and child-initiated opportunities.

Children experience a good range of opportunities, enabling them to make progress across all areas of learning. Children benefit from staff's management of activities. For example, when making dough, children are encouraged to count the number of cups of flour they add, to think about how ingredients feel, to notice differences in ingredients, such as flour and salt and to use new vocabulary, such as squeeze and squidge.

Spontaneous observations on children are recorded in an Individual Journal and used to assess the learning and development taking place. Staff use information gained through activities and children's journals to plan the next steps in each child's learning journey. As a result, children are making good progress according to their individual abilities and stages of development.

Staff work in partnership with parents to encourage children's development both at

pre-school and at home, for example, through parent evenings and the pre-school's open door policy. Most of the time children are busy and well occupied. They move around freely, both inside and out, joining in with the prepared activities and initiating their own free play. Children are confident to access and request additional items from storage boxes in order to extend their play. During these times, children behave very well. However, at times, such as story time at the end of the session, children are expected to sit for long periods, which results in some children becoming restless.

Children benefit from staff's knowledge of them each as individuals, which supports their sense of value and belonging to the group. For example, staff remembered that a child had recently had injections, asking them on arrival how they were and praising the child for being brave. Good procedures promote children's health and well-being. Children are fully aware of the group's hygiene procedures, willingly washing their hands before snacks and after participating in arts and crafts. Children know that washing their hands reduces the spread of germs, stating they washed their hands after playing with dough because they were 'squidgy' and 'dirty'.

Children benefit from a variety of healthy snacks. A good balance of opportunities to sit and eat snacks together in a group, combined with opportunities to help themselves to a snack bar ensures children are developing both their independence and social skills. Children benefit from good opportunities to be physically active which promotes their good health and physical development. They enjoy access to a well-resourced outdoor play area where they are able to climb, ride tricycles and run around within a safe and secure area.

## Annex A: record of inspection judgements

### 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Good
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

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.