

# Dicker House Pre-School

Inspection report for early years provision

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<b>Inspector</b>	Teresa Elkington

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<b>Type of setting</b>	Childcare on non-domestic premises

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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*.

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## **Description of the setting**

Dicker House Pre-School was registered in its current premises in 2009 and is run by a committee of parent volunteers. It is a long established group which has operated in Burgess Hill for many years. It operates from a purpose designed room on the site of Birchwood Grove School in Burgess Hill, West Sussex. Children have access to an enclosed outdoor play area. The pre-school serves the local community. The group operates five days a week during school term time, offering morning sessions from 9am to 11.30am, along with luncheon club on three days a week.

The pre-school is registered on the Early Years Register and may care for a maximum of 26 children aged over two years at any one time. Currently, there are 32 children on roll. They are able to support children with special educational needs and/or disabilities and children who have English as an additional language. A team of six staff work with the children of whom five have a recognised qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are cared for within a child-centred environment, which provides many stimulating play opportunities in support of their individual learning and development. Children are well supported by a long established team of experienced staff, who work effectively together to create a welcoming and inclusive ethos. Links with parents ensure that they are clearly involved in their children's care and education and strong partnerships have been established with other professionals to ensure the individual needs of children are fully supported. The setting has a strong commitment to continuous improvement and effectively identify areas of weakness which they act upon to improve outcomes for children.

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

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

- review the use of risk assessments to ensure that all activities both indoors and outdoors are fully assessed
- ensure children are sufficiently challenged when undertaking adult-led activities.

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

The setting has clear procedures in place to safeguard children and promote their welfare. Staff are knowledgeable about signs that indicate abuse and are confident about passing on concerns. Risk assessments are carried out periodically to ensure

a safe environment for the children. However, some assessments lack detail which does not ensure that risks when they arise are clearly identified and actioned. Children are kept safe within the setting as the premises is fully secure and visitors are monitored and recorded. Suitable recruitment, vetting and induction procedures help to ensure the suitability of staff. Documentation is well organised; they are readily available, stored securely to protect confidentiality and reviewed on a regular basis to ensure information is up to date. Policies and procedures are in line with requirements and shared with parents.

A team of experienced staff work to well together to provide a rich learning environment for the children. The good organisation of available space and resources allows children to explore all play and learning opportunities independently both indoors and outdoors, enabling all children to take part in purposeful play opportunities. Effective systems are in place for both the committee and staff to evaluate the service that they offer and they successfully identify clear steps for future development. Clear procedures support the ongoing development of the staffing team and ensures that they can reflect on their own practice. For example, staff meetings, annual appraisals and additional training.

Partnerships with parents are well established. They are encouraged to play an active part within the pre-school. They frequently take turns at being a parent helper for sessions, which provides them with a valuable insight to pre-school life and how their children learn. Parents are invited to take on various roles within the committee and encouraged to become actively involved in various fundraising activities. They are provided with a wealth of information through the use of a well presented prospectus, welcome pack, newsletters and well displayed notice boards. Parents receive regular information regarding their child's development and learning through both formal and informal meetings with individual key workers. The setting values and fosters clear working relationships with external agencies to ensure children with additional needs are fully supported. Parents speak positively about their children's experiences and speak highly of the professionalism of staff and of how their children's social skills have developed.

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

Children are very relaxed and familiar in the setting. They arrive and settle quickly, readily leaving their parents to pursue their chosen activities. They have access to a wide range of attractive play resources that they can independently select, allowing them to follow their own interests and desires. They move with ease and confidence both indoors and outdoors showing that they are fully engaged and eager to participate in all that is available to them. Planning reflects the children's interests which are supported by a good balance of adult-led and child-initiated activities. However, some adult-led activities are very directed and staff do not always adapt the activity to provide challenge to more able children.

All staff are very supportive of children's play, they are on hand to guide and direct, and make good use of open ended questioning to allow children to extend their thinking in their chosen activities. For example, clear explanations are given

to allow children to programme the remote control toys for themselves; the use of matching games provide opportunities for children to expand their thinking as they discuss 'opposites' and as they recall what item is missing from the tray of objects during 'Kim's game'. Staff make good use of all opportunities to encourage children's creative thinking and develop their personal interest. For example, when creating a print from their artwork asking them to find the image of their favourite character.

Children's behave very well. Good behaviour management strategies are in place which help children to understand the importance of working harmoniously with each other. For example, staff intervene when necessary to help children to understand how they should conduct themselves when moving around the setting to ensure that their play does not pose a danger to themselves or others. Children have good opportunities to learn to respect diversity by celebrating festivals from different cultural traditions as well as their own. They are encouraged to discuss aspects of their own lives and those of other people.

Children are encouraged to adopt healthy lifestyles because the setting promotes healthy eating and ensures the children receive regular fresh air and exercise through the free flow system that is in place. Children develop good personal hygiene routines as they independently wash their hands prior to eating their snacks and also after visiting the toilet and after messy play activities. Children respond to their bodily needs well. For example, they help themselves to drinking water and fetch coats to protect them from the cold when playing outdoors.

Children show a love of books which is supported by the welcoming and resourceful book area. They are adept at recognising formation of letters, as they select their names with confidence as they arrive and as they prepare for snack time. They use small tools with skill and precision and are developing their large muscle skills through the varied opportunities in their physical play. They use number in many forms, for example, as they park cars to the numbers that match with those attractively displayed on the outdoor fencing, and as they participate in number activities. They use binoculars to spot and look at birds that are nearby which provide opportunities for discussion and observation of differences. These positive early experiences provide children with a good start in life to enable them to develop the skills needed for their future success.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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