



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 133399

DfES Number: 519191

### INSPECTION DETAILS

Inspection Date 05/07/2004  
Inspector Name Susan Victoria May

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Dunmore Pre-School  
Setting Address Farm Road  
Off Austin Place  
Abingdon  
Oxfordshire  
OX14 1NA

### REGISTERED PROVIDER DETAILS

Name The Committee of Dunmore Pre-School 1026269

### ORGANISATION DETAILS

Name Dunmore Pre-School  
Address Farm Road, Off Austin Place  
Abingdon  
Oxfordshire  
OX14 1NA

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Dunmore Pre-School has been operating since 1982 and has been on its present site for the last seven years. It operates from a self contained single storey terrapin building with an enclosed outdoor area, in the grounds of Fitharry's Comprehensive School. It serves the local area of Abingdon.

There are currently 66 children on roll, 16 of whom attend with their parents in the two plus group. Twenty-seven of the children attending are in receipt of nursery education funding. Children attend for a variety of sessions. The setting is able to support children with special needs and who speak English as a second language.

The group is open for five days a week during the school term from 09:00 to 12:00 and from 13:00 to 15:30. A lunch learning club takes place on Tuesday from 12:30 to 15:30 for older children.

There are currently six pre-school staff working directly with the children, each session currently has four staff in attendance. The supervisor and assistant supervisor hold relevant childcare qualifications and two other staff are currently working towards a recognised qualification. All staff hold current first aid certificates. There is a parent helper rota in operation. Staff receive support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Dunmore Pre School offers good quality care for children. Staff provide an inviting and friendly environment for the children. Activities and resources available are interesting, varied and suitable for the ages of children attending. Staff make very good use of the resources available to them both indoors and in the outdoor areas, providing excellent opportunities for children to make good progress in all areas of learning. Most of the relevant paperwork is in place and all policies and procedures are clear and concise, these are reviewed and updated regularly.

The staff work very well as a team and all contribute to planning the daily activities. Effective deployment of staff ensures the children have adequate support and are safe within the building and whilst using the outside area. The group have regular health and safety checks and evacuation procedures are practiced and reinforced regularly. There are clear child protection procedures in place.

The children respond well to the positive reinforcements and expectations of staff regarding behaviour management. Staff are good role models. They provide a rich child centred, relaxed environment and respond enthusiastically to the children's interests. Staff value children and acknowledge their individual needs incorporating them on a daily basis. They promote the welfare and development of children with special needs in partnership with parents and other relevant parties. Children enjoy the varied and exciting activities available and participate fully.

The staff have excellent relationships with parents. There is an effective system for sharing information and concerns with parents through a range of media including daily verbal exchanges and notice boards.

#### **What has improved since the last inspection?**

Not applicable.

#### **What is being done well?**

- Staff have very good relationships with children and know them well. Staff spend time talking and playing with the children and help them to learn. They are very happy and settled.
- Staff make excellent use of the available space both inside and outdoors to enable children to explore, investigate and enjoy play every day.
- The children respond well to the staffs clear guidance and praise. They eagerly take part in planned activities, tidy away toys and behave well.
- There are comprehensive policies for all safety issues. Staff make children's safety a high priority both inside and outside the nursery.
- The excellent relationships between staff and parents helps promote the children's learning and ensure their needs are met in an atmosphere, which is friendly and positive.

#### **What needs to be improved?**

- procedures to ensure confidentiality is maintained when parents sign the accident book
- procedures to ensure written permission is in place before children's photographs are taken.

**Outcome of the inspection**

Good

**CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

**WHAT NEEDS TO BE DONE NEXT?****The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
7	Implement procedures to ensure confidentiality of information when parents sign the accident book.
14	Obtain written permission from parents before photographs are taken of children.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Dunmore Pre-School provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. The children make very good progress in knowledge and understanding of the world, personal, social and emotional, mathematical and physical development.

The quality of teaching is generally good. Staff's understanding of the early learning goals is very good and they employ a range of strategies to help children progress through the stepping stones. Children's language, communication and literacy skills are supported and consolidated through everyday activities, however, the more able four year olds do not have sufficient opportunities to develop their writing skills. Creative development is generally good with some missed opportunities in music for the younger children to explore sound. Children are considerate to staff and each other, behave well and respond positively to the high expectations of the staff. An effective assessment and observation system is used to record children's progress towards the early learning goals, careful planning enables practitioners to make the best use of activities and experiences. There are effective systems in place to support children with special educational needs and for whom English is an additional language.

Leadership and management are very good. The caring staff team support children in the setting well and a commitment to early years is apparent. Professional development for the staff is supported and encouraged. Regular meetings assess areas of practice and written records are maintained, demonstrating how the setting adapts to change and how it's evaluated.

Partnership with parents and carers is very good. Parents are informed about the activities and routines via a range of media including parent's notice board and daily verbal exchanges. They share their observations about their child with staff and regularly discuss the progress their child is making.

### What is being done well?

- Children are happy, secure and curious, they are articulate and interact well with staff expressing personal preferences. Staff work hard to build children's confidence and develop their self-esteem.
- Children's mathematical skills are promoted effectively, they have the opportunity to count and use numbers regularly. Simple addition and subtraction is developed through a variety of activities and situations. Songs, rhymes and effective teaching methods promote and reinforce learning.
- Children are provided with very good opportunities to develop and extend their physical skills indoors and outdoors, they have access to a range of

equipment and resources, which they use with enthusiasm and growing confidence.

- Children are able to explore and develop their knowledge and understanding of the world through an effective use of activities from which they can learn first hand. Learning is promoted through simple experiments, objects, topics and discussion.

#### **What needs to be improved?**

- the challenges set to develop older children's writing skills
- the regular use of musical instruments for younger children to ensure all areas of children's creativity is promoted.

#### **What has improved since the last inspection?**

Generally good progress has been made since the last inspection. All points for consideration have been addressed. Since the previous inspection the supervisor has implemented a planning system. Staffs are now able to plan to meet the children's needs more effectively through increased knowledge and understanding of the early learning goals by undertaking further professional training, weekly meetings with all staff present and by putting into practice advice from the early years partnership advisor.

In communication, language and literacy, staff have introduced a letter of the week, encouraging home involvement, and phonic sessions in everyday and planned activities to provide opportunities for children to recognise sound and shape. They use resources such as alphabet posters and labelling displayed at children's height and are extending the use of name cards to reinforce learning. Some opportunities are missed to set challenges for older children to develop writing skills.

Opportunities are provided to promote children's physical skills through the introduction of new resources and effective planning for both the indoor and outdoor areas. Equipment and activities cover a wide range of enjoyable events in which the children can participate, including ring and action games, climbing and balancing on a variety of equipment and large and small construction. The safety surfacing and introduction of wet weather suits has extended the use of the outdoor area. Children are making very good progress in their physical development.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, happy and secure and eager to participate in activities. They exhibit good concentration skills. They confidently express their needs and feelings and relate well to each other and adults showing consideration. Staff have high expectations of behaviour and children respond appropriately. Staff ensure children's self-esteem is fostered and provide many opportunities, for example self-selecting their activities and resources to promote independence.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are articulate speakers who engage easily in conversation, they interact well, asking questions to gain information. Children use and attempt writing for different purposes and are beginning to form letters. They recognise their own names and letter sounds and many of the children can write their name, however, opportunities are missed for older children to develop their writing skills. A range of story and reference books is available for the children to enjoy.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are confident with numbers and counting and have many opportunities to reinforce and develop counting skills through everyday activities, for example the washing line game outdoors. Children are developing an understanding of addition and subtraction and staff use songs and rhymes to reinforce learning. Children use comparative and positional language and recognise simple shapes. Practical activities provide opportunities for children to develop their problem solving skills.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's understanding and confidence in exploring and investigating is encouraged through topic work, simple experiments and resources, for example, observing insects in magnifying containers. Children have good opportunities to question why things happen and how things work through interest tables, individual and group work. Opportunities are made for children to talk about past and present events in their own lives. Children talk knowledgeably about their environment and wider world.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children are encouraged to follow good hygiene practices and demonstrate a clear understanding of their bodies and the importance of remaining healthy, taking appropriate actions to keep warm or cool. The provision and planned use of appropriate resources indoors and outdoors extends and consolidates children's physical skills on a daily basis. Children demonstrate increasing control and safely handle tools, objects and malleable materials.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children participate enthusiastically in adult led songs and rhymes. They are encouraged to express their imagination through a range of activities. They have the opportunity to learn new techniques and staff demonstrate and explain providing opportunities for children to practice new skills. They can explore and develop individual ideas in art and design using a variety of materials and tools of their choice. There are limited opportunities for the younger children to experience music.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

### **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- develop older children's writing skills by providing suitable challenges
- provide opportunities for younger children to regularly have access to musical instruments to promote their creativity.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*