



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 105686

DfES Number: 500063

INSPECTION DETAILS

Inspection Date 08/07/2004
Inspector Name Shan Gwendoline Jones

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Dalgarno Pre-School
Setting Address 1 Webb Close
London
W10 5QB

REGISTERED PROVIDER DETAILS

Name The Committee of The Committee of Dalgarno Pre-School
1028192

ORGANISATION DETAILS

Name The Committee of Dalgarno Pre-School
Address Dalgarno Playgroup
Community Centre
1 Webb Close
London
W10 5QB

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

Delgarno Pre-School registered in 1987.

It operates from a Community Centre in North Kensington. The pre-school has access a main playroom, communal areas and a separate room for group focused activities. There is a secured outside area for children's physical play. The pre-school serves the local community.

There are currently nineteen children from two-to-five years on roll. This includes four funded three-year-olds and one funded four-year-old. The nursery supports children with special educational needs and the majority of children attending speak English as an additional language.

Children attend for a variety of sessions. The group opens Monday to Friday term time only, from 09:30 until 13:25. Children are offered the opportunity to stay for lunch.

Three staff work with the children. All the staff have early years qualifications including; the Diploma in Pre-School Practice and NVQ level 2 in child care.

The setting is a affiliated to the Pre-School Learning Alliance and they receive support from a foundation stage consultant from the Early Years Development and Childcare Partnership (EYDP).

How good is the Day Care?

Delgarno Pre-School provides satisfactory care for children aged from two to five-years-old.

The nursery focus on providing an environment where children can learn through play, there is a range of activities to promote children's learning opportunities, the main playroom has been divided into specific areas of learning.

The care of the children is very good. Staff have a good knowledge of childcare and development. They plan suitable and exciting activities using the wide range of toys and equipment. The children's progress is observed, monitored and recorded and used to inform planning.

Children are well cared for and staff support children's personal, emotional and social well being. They ensure that the children are supervised at all times.

The setting caters well for children with English as an additional language; they are able to demonstrate how they meet their individual needs by providing more one to one support and offering appropriate activities. Staff work well in partnership with other professionals to meet the needs of individual children attending.

The staff have opportunities to strengthen their knowledge through attending various training courses. All of the required paperwork is in place. It is thorough and regularly updated in line with current childcare legislation. The manager works directly with the children and is supportive of the staff team, however current arrangements to deputise and cover for staff absences are not effective.

The premises are clean and well maintained. All relevant health and safety checks are carried out to ensure the children's safety. There are daily hygiene routines in place and children learn good hygiene practices.

Partnership with parents is very good. Staff give daily feedback about the children's routines, activities and achievements. There are several good opportunities for parents to formally meet with staff to discuss their child's progress.

What has improved since the last inspection?

This setting has made satisfactory progress since the last inspection.

At the previous inspection the setting was required to address several areas in relation to documentation, health and safety and staffing.

All areas have been addressed with the exception of the named deputy and suitable contingency arrangements for staff cover.

The manager has now obtained the Diploma in Pre-School Practice, matched to a NVQ level 3 qualification and extended her knowledge and skills further. Risk assessments both indoors and outdoor are effective and designated areas used by the children are now safe. A detailed operational plan is in place and a separate area is available for creative play and for the children's rest periods.

What is being done well?

- There is a range of toys, resources and activities for children that offer interest and enjoyment for the age range attending.
- Staff adopt an active role in promoting children's creativity and development both indoors and outdoors they are very focussed and interested in working

directly with the children.

- Staff provide good care and support for children with English as an additional language, working in partnership with other professionals.
- Children's emotional and social development is well supported. Good focus is given to new children ensuring they work in partnership with the parents and carers to settle them.
- Clear records identify children's individual development. The children's progress is observed, monitored and recorded and used to inform planning. The assessments provide good indications of what children know, understand and can do.
- The staff have good relationships with parents, who are well informed about the settings operational plan, for example, activities, policies and procedures. The good relationships with parents enables the children to be happy and secure whilst they are in the care of the staff.

What needs to be improved?

- staffing to ensure there is a named deputy who is able to take charge in the absence of the manager
- the staffing arrangements to cover emergencies and unexpected staff absences.

Outcome of the inspection

Satisfactory

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 must take the following actions by the date shown

Std	Action	Date
2	Appointment a deputy manager to take charge in the absence of the manager.	08/07/2004
2	Ensure that suitable contingency arrangements are in place to cover emergencies and unexpected staff	08/07/2004

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

How effective is the nursery education?

Delgarno pre-school provides a generally good educational programme. Children are learning through a balance of planned practical activities.

The quality of teaching is generally good in promoting children's learning towards the early learning goals. The teaching has enabled children to make very good progress in the areas of personal, social and emotional development, communication, language and literacy, mathematical development and physical development.

Children's personal and social development is very good, all children display a high level of involvement in activities. They are well behaved and respond well to requests from staff, co-operative play is encouraged. Staff provide structured activities to develop early writing skills and opportunities for independent writing. Children are confident in using mathematical language, they use games and activities to promote their understanding of matching and comparing.

They are making generally good progress in the areas of knowledge and understanding of the world and creative development. Children have good opportunities to learn about information and communication technology. There are few opportunities for children to closely investigate nature and to learn about living things. There is a wide selection of art and craft activities. Children have less access to a range of musical instruments to explore and recognise how sounds can change.

The leadership and management of the group is generally good. The manager plays a strong role in teaching and gives the staff team clear direction for their delegated areas of work. There is currently a vacancy for a deputy manager, this has led to some inconsistencies in teaching with less challenges for the more able children.

There is a strong partnership with parents, good support is given to children with English as an additional language and children with special needs to ensure children are supported and included.

What is being done well?

- The manager and staff have a good understanding of the foundation stage and plan an effective range of experiences to enable children to make good progress toward the early learning goals.
- Staff and children develop good relationships. Children are involved in well-planned activities. They show a high level of personal independence as they select from a range of stimulating toys and play materials.
- The curriculum for communication, language and literacy is good. Staff make good use of group teaching sessions, planned activities and impromptu situations to develop verbal skills and explore early reading and writing.

- Children are well behaved, they respond positively to staff. Staff discuss simple rules and give clear and consistent guidelines for good behaviour.
- Many of the children speak dual languages. Staff are good at developing their language. They value what children say, introduce them to new vocabulary and encourage them to listen to others. They work in partnership with parents, carers and outside agencies to ensure children gain as much as possible for the activities.
- Parents are well informed about the setting and progress their child is making.

What needs to be improved?

- the leadership of the setting so the senior play leader is supported in her role
- teaching strategies and activities to ensure the more able children are effectively challenged
- the provision for children to investigate and observe living things. For example, to learn about the life cycle of butterflies and to observe mini-beasts
- children's access to a range of musical instruments to explore and recognise how sounds can change.

What has improved since the last inspection?

Overall good progress has been made in tackling the two key issues identified in the previous inspection report. These required the pre-school to assess children's progress and attainment and the provision of this information to parents. Children's attainment and progress is recorded relating to the stepping stones. Staff regularly observe and record their findings, this information is recorded in their individual files. Good systems are in place to share information with parents.

The second key issue required the pre-school to improve the planned grouping of the children to include opportunities for more able children to extend their pre-reading and writing skills. A language and literacy area has been created, and a comfortable book corner. Activities are provided to promote early reading and writing skills, children have access to a range of crayons, pencils, paper, writing pads, typewriter, lotto games and alphabet cards. Children use this area well both independently and through the adult led activities. This has developed their pre-writing skills and recognition of the written word.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Good relationships have been established between staff and the children. Children confidently express their needs and ideas and relate well to each other and adults. They behave well and support each other in doing so. They work in pairs and small groups, interacting well with each other, negotiating, sharing and taking turns. Children are able to concentrate well on activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's are confident speakers and engage easily in conversations with each other and adults. Children show confidence in writing and practise writing through a range of practical activities. They communicate confidently with each other and with adults. They are able to share and retell past experiences. Children with English as a second language are supported well. They are making links between sounds and letters and explore text within books.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Their counting skills are developing well and they can count up to ten and beyond. Children learn to use numbers in practical activities and show an understanding of shape number size. They have a good understanding of the concept of shape and can recognise shapes within their own environment. Children are beginning to make simple calculations such as addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have good opportunities to build and construct with a wide range of objects. They are able to use small tools competently. Children have regular planned opportunities to use information and technology or programmable toys to support their learning. There are few opportunities to investigate and observe living things. Children find out about past and present events. They are learning about sense of time through the daily routine and activities.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have regular daily opportunities for physical play. Children demonstrate good spatial awareness as they move confidently with coordination and control. They regularly have opportunities to develop specific skills such as throwing, catching, balancing and climbing. There are good opportunities to develop fine motor skills and co ordination. Children demonstrate good dexterity and manipulation as they handle simple tools, construction and malleable materials

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children have good opportunities to explore colour in variety of materials, for example paint, play dough, collage, water and sand play. Children have opportunities to use their imagination through the various role-play situations, they act out familiar everyday situations such as going to the shops. There are few opportunities for the children to access musical instruments independently to explore and recognise how sounds can change.

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

- improve leadership of the setting to ensure the manager is supported in her role and is able to fully carry out her designated tasks
- ensure staff provide more challenges for the more able children through teaching strategies and activities
- strengthen the programme for knowledge and understanding of the world to enable children to investigate and observe living things. For example, to learn about the life cycle of butterflies and to observe mini-beasts
- improve the use of resources to promote children's access to a range of musical instruments to explore and recognise how sounds can change.

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.