



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 106107

DfES Number: 581348

### INSPECTION DETAILS

Inspection Date 28/01/2005  
Inspector Name Leoarna Mills - Allen

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Dartmouth Pre-School  
Setting Address South Ford Road  
Dartmouth  
Devon  
TQ6 9QS

### REGISTERED PROVIDER DETAILS

Name Dartmouth Pre-school 1026029

### ORGANISATION DETAILS

Name Dartmouth Pre-school  
Address Dartmouth Pre-school  
Southford School Rooms, Southford  
Dartmouth  
Devon  
TQ6 9QS

## 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

Established over forty years ago, Dartmouth Pre-school is managed by a committee and runs from an old Victorian school room in the heart of Dartmouth. The pre-school is the main user of the building and has sole use during session times. The group serves the local and surrounding communities.

The group is open Mondays, Tuesdays, Wednesdays and Fridays in the morning between 09:30 and 12:00 during term time. A lunch club is offered on each of these days between 12:00 and 13:00. A further session is held on Thursday afternoons from 12:00 until 14:30. On Thursday mornings a toddler group runs on the premises. At present there are 33 children enrolled, 21 of whom are in receipt of nursery education funding. Children with special educational needs can be supported.

The group is run by a voluntary committee of parents. They employ six members of staff to work with the children. The joint supervisors both hold a Diploma in Pre-school Practice, and the remaining four staff members are all working towards completion of a suitable qualification. The group receives support from the Early Years Development and Childcare Partnership, and is a member of the Pre-school Learning Alliance.

### How good is the Day Care?

Dartmouth Pre-school provides satisfactory care for children.

The joint play leaders are appropriately qualified, and together they offer support to their team who are all currently involved in training. Some elements of the operational plan, such as the reviewing of policies and procedures, or the requirement to notify Ofsted of staff changes, receive insufficient attention. However, children access a spacious environment and a reasonable range of toys and resources each day.

Taken overall, children are secure in an environment where access to the provision

is closely monitored and attendance of children, staff and visitors is clearly recorded. The group has grown in size recently, and staff acknowledge that this has brought about changes to the way in which they supervise the children, which necessitates employing new strategies in order to ensure children stay safe. Requesting consent from parents for the seeking of emergency medical advice and treatment has not been consistently carried out. However, the majority of staff hold suitable first aid qualifications, and children do enjoy a healthy range of snack items. The procedure for dealing with an allegation of abuse against a staff member lacks clarity; other elements of the child protection procedures are appropriate.

Children do not always access a full range of activities that promote their learning and development due to weaknesses in the educational programme. Staff do not yet employ effective strategies to ensure that children's individual needs are met fully, and as such, children's behaviour can deteriorate. Nevertheless, warm relationships between children and staff are in evidence.

Parents access to detailed information about their child's progress is currently limited, but they do receive reasonable amounts of information about the group, and are encouraged to be involved in the volunteer rota.

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

At the last inspection, the group were asked to keep a record of significant incidents; to ensure that children's attendance was consistently recorded; and to make sure children were unable to leave the premises unsupervised. These requests have been met in full, increasing children's access to a safe environment.

The group were also asked to seek written permission from parents for seeking emergency medical advice and treatment; to establish child protection procedures that includes details of how an allegation of abuse against a member of staff will be dealt with; and to make a written complaints procedure available to parents. Not all parents have been asked to give permission for emergency medical advice and treatment, the procedure for dealing with an allegation of abuse against a staff member lacks clarity, and the complaints procedure is currently inaccessible to parents. As such, parents access to clear information on how these issues will be dealt with is limited.

Finally, the group were also asked to make sure that children can play safely outside. The group is currently choosing not to use its outside space until remedial work has been carried out.

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

- Children enjoy a healthy range of snack items.
- Staff ensure that access to the group is closely monitored.
- Staff build positive relationships with parents, and involve them in rota duties.

**What needs to be improved?**

- procedures for keeping Ofsted informed of staff changes
- the regularity with which the operational plan is reviewed
- the strategies used to ensure children are well supervised
- the rigour with which every parent is asked to give consent for staff to seek emergency medical advice and treatment for their child
- the clarity of the procedure for dealing with an allegation of abuse against staff members
- the identification of the role of Ofsted within the complaints policy and the accessibility of the policy

**PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

There have been no complaints.

**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
1	Ensure that Ofsted is kept informed of relevant changes and matters, including changes to the staff team.	15/02/2005

**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
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14	Ensure that the role of Ofsted in the handling of complaints is made clear within the complaints policy, and ensure that the policy is fully accessible.
2	Ensure that the operational plan is comprehensive and accurate, is accessible to staff, parents and visitors, and that policies and procedures are regularly reviewed.
6	Ensure children are more closely supervised by staff at all times.
7	Ensure that parents are made fully aware of the requirement to give or withhold their consent to staff seeking emergency medical advice and treatment for their child.
13	Ensure that procedures for dealing with an allegation of abuse against a staff member are made clear within the child protection policy.

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

### How effective is the nursery education?

Dartmouth Pre-school provides acceptable nursery education, though there are significant areas for improvement. Children's progress towards the early learning goals in all six areas of learning is limited by some significant weaknesses.

The quality of teaching is acceptable, but is limited by some significant weaknesses. The joint play leaders have a reasonable understanding of the Foundation Stage curriculum. However, though there are systems in place to monitor the coverage of all parts of the curriculum, some areas continue to be under emphasised. Staff are able to adapt their use of time and resources, to meet the needs of some children, notably those with identified special educational needs. However, these skills are not fully used by staff to ensure that all children enjoy sufficient challenge, or access teaching strategies that engage them in their own learning. This prevents children from giving their full attention to tasks, and leads to a deterioration in behaviour. Finally, staff do make regular observations of children's progress. However, these records lack detail about children's progress in all areas, preventing staff from using such information to plan next steps in individual children's learning.

The leadership and management of the group is acceptable, but is limited by some significant weaknesses. The joint play leaders are beginning to develop the necessary skills of evaluating the provision, but as yet have not been able to identify all the weaknesses that limit their progress, or act speedily to rectify problems. Nevertheless, they are committed to improvement, and offer support to their staff team in becoming fully qualified.

The partnership with parents is acceptable, but is limited by some significant weaknesses. They are currently unable to access sufficient information about the curriculum, current activity plans, or their child's educational progress. They do, however, take part in the work of the group through a rota.

### What is being done well?

- Children are able to count accurately, and access reasonably regular opportunities to practise this important skill.
- Children access a good range of resources that enable them to practice manipulating small tools.
- Staff have succeeded in involving parents in their child's learning through the rota system.

### What needs to be improved?

- the level of detail in records of children's progress, so that staff can identify

the next steps in each child's learning, and parents can access sufficient information about their child's educational achievements

- the monitoring and evaluating of plans to ensure that all parts of the curriculum receive sufficient attention and that opportunities for improvement are identified and developed
- the level of challenge offered to all children, through the use of more effective teaching strategies, and a better use of resources and adults' time, so as to ensure that children are more involved in their own learning
- the use of more effective behaviour management strategies, which includes a consideration of improving the balance between active and quiet times within the session, to better encourage children's sustained interest in tasks

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

Improvement since the last inspection is limited.

At the last inspection the group were asked to improve assessment systems used to monitor children's educational progress to ensure that they were less repetitive and more manageable. These systems have been changed considerably since the last inspection, and, although no longer repetitive, they now lack sufficient detail to enable staff to be familiar with children's progress towards all early learning goals.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Significant Weaknesses

Children are confident to speak in large group situations, and show pride in their achievements, such as finishing a drawing. They are sometimes prevented from giving their full concentration to tasks or sustaining their interest. Children are able to play co-operatively, for example when using the book corner, but incidents of poor behaviour are not always well managed. Children are relatively independent, and are able to choose activities for themselves.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children are competent conversationalists who use language throughout their play. They do not access teaching that supports the development of their vocabulary or understanding of sounds and letters with sufficient regularity. Children do enjoy using books, asking adults to read to them; however, access to group story times is occasionally limited. Writing materials are available at every session, and children do make use of them, though adult support for this learning sometimes lacks rigour.

### MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children can count objects accurately. However, they do not access teaching that promotes their understanding of simple mathematical problem solving regularly enough. They enjoy using matching and sorting resources, and can recognise when items are 'missing'. They can also identify some shapes. However, adults do not always take up naturally arising opportunities to further challenge and extend children's understanding of mathematical concepts.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children have regular opportunities to design and make a range of items, in both 2D and 3D. They also enjoy using 'real world' technology and other programmable toys in their play. Teaching that encourages children to learn about the natural world, other cultures and peoples, and develops their understanding of time and place is not well planned, and naturally arising opportunities to foster children's curiosity about how things happen are not taken.

### PHYSICAL DEVELOPMENT

Judgement: Significant Weaknesses

Physical play times are not always organised to meet the needs of all children. Nevertheless, children do move with confidence and purpose around the setting, and demonstrate co-ordination when using tools and equipment. Opportunities for children to learn about their bodies are limited, and adults are not always deployed in order to successfully support children's physical skills development.



**CREATIVE DEVELOPMENT**

Judgement:

Significant Weaknesses

Children make regular use of art and craft materials. They enjoy role-play but this is not well-supported by adults. They sing enthusiastically and spontaneously use musical instruments in their play. However, children are not given sufficient encouragement to respond to their experiences, make choices, or express opinions when using resources or interacting with other children and staff.

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

## **OUTCOME OF THE INSPECTION**

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

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

- Increase the level of detail in records of children's progress, so that staff can identify the next steps in each child's learning, and parents can access sufficient information about their child's educational achievements.
- Improve the monitoring and evaluation of plans to ensure that all parts of the curriculum receive sufficient attention, and that opportunities for improvement are identified and developed.
- Extend the level of challenge offered to all children, through the use of more effective teaching strategies, and a better use of resources and adults' time, so as to ensure that children are more involved in their own learning.
- Employ more effective behaviour management strategies, which include establishing a more appropriate balance of active and quiet times within the session, to better encourage children's sustained interest in tasks.

*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.*