



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 130680

DfES Number: 511392

INSPECTION DETAILS

Inspection Date 19/07/2004
Inspector Name Bridget Richardson

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Dolphins Pre School
Setting Address The Pavilion, Nevill Playing Fields
Off Eridge Road
Hove
BN3 7QD

REGISTERED PROVIDER DETAILS

Name Mrs Sheila Gavan

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

Dolphins Pre-school opened in 1987 and is a privately run group. It operates from the Nevill field playing field pavilion, within central Hove. The pre-school serves the local and surrounding communities.

The group offer care to children aged two and a half to five years. There are 67 children on roll. This includes 31 funded three year olds and 17 funded four year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and who speak English as an additional language.

The group opens five days a week during school term times. Varying morning and afternoon sessions are available between the hours of 09:15 and 14:45.

Thirteen part-time staff work with the children. Half the staff have early years qualifications to NVQ level 2 or 3. Five staff members are currently working towards a higher recognised early years qualification. The setting receives support from the local authority and has completed all nine modules of the Quilt accreditation scheme.

How good is the Day Care?

Dolphins Pre-school offers satisfactory care for children. There is an operational plan in place that guides the staff team in their daily practice. Clear safety measures are in place and children are safe and suitably supervised. All the relevant paperwork is in place and stored securely. Criminal record clearances are in place before a member of staff has unsupervised contact with children.

Staff in the pre-school form warm, caring relationships with the children. They provide an interesting range of activities and children are making progress in all areas of learning and development. However, children's individual needs are not always met as the pre school only changes nappies of children with Special Educational needs. The group need to continue to develop the current observation

and assessment process that is in place. There is a wide selection of toys and resources which are well organised to support children's learning.

The pre-school has effective relationships with parents. There are informal and formal systems in place to share information about children.

What has improved since the last inspection?

At the last inspection the pre-school agreed to ensure staffing qualification levels were met and to implement an effective procedure for recruiting and vetting staff and ensure all documentation was regularly updated. Staffing qualification levels are now appropriate and an effective procedure has been implemented for recruiting staff.

What is being done well?

- Children are given opportunities to make choices, relate to others, and are interested and enjoy their play.
- Staff act as positive role models, actively listening to and talking with children and setting clear guidelines for them to follow.
- Warm, welcoming environment for both the children and parents.
- Extensive range of toys and equipment which children can freely access.

What needs to be improved?

- the policy regarding the admission of children with nappies must be fully inclusive for all children;
- the recording of information on children with special needs should continue to be developed by staff at Dolphins.

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
9	Ensure all children's individual needs are met at all times by ensuring that all policies are fully inclusive.	01/09/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
10	Continue to extend knowledge and record information on development for children with special needs.

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

How effective is the nursery education?

The provision for nursery education at Dolphins Pre-School is acceptable and of good quality. The provision for personal, social, emotional development and communication, language and literacy is generally good. All other areas of learning are very good.

Teaching is generally good. Staff have an understanding of the foundation stage. The environment is well organised with attractive displays. Staff provide a range of practical activities, and plenty of resources that stimulate and interest the children. However at meal times children should have more opportunities to be independent, for instance by pouring their own drinks.

Staff present and explain activities well so children understand what is expected of them. The observation system should continue to be developed to help inform planning to ensure the needs of more able children or those requiring additional support are being met.

Good use of resources in the outside play area help children develop a good sense of space and move confidently on the equipment available. Staff ask questions that encourage thinking and develop children's communication skills. Children's behaviour is good and staff help children to build positive relationships with peers and adults.

Leadership and management is generally good. Systems are in place for the induction and appraisal of staff, and they are encouraged to undertake relevant training. Staff understand their roles and procedures to deputise are effective.

The partnership with parents and carers is very good. They are provided with information about the pre-school and the educational programme. Staff are friendly and approachable. There are formal and informal systems in place for sharing information on children's progress.

What is being done well?

- Children's progress in mathematical development is very good. They have good opportunities to recognise and use numbers 1-9 in familiar context.
- Staff create a well planned, stimulating environment where children learn through a wide range of practical activities making good use of resources. Many learning opportunities are provided throughout the daily routine.
- Children are confident, work well, take initiative and have high levels of concentration. Their relationships with adults are very good.
- Children's progress in physical development is very good. They move confidently during physical activities and show a good sense of space.

What needs to be improved?

- opportunities for children to be more independent at snack and lunch times by pouring their own drinks
- more opportunities for children to write their names
- the observation and assessment system.

What has improved since the last inspection?

At the last inspection Dolphins pre-school agreed to extend the plan for knowledge and understanding of the world. The pre-school has expanded the planning for knowledge and understanding of the world to include activities that promote exploration of the world and the use of technology.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children develop good relationships with adults and other children in the pre-school. They learn to co-operate and work well together. Staff act as positive role models and encourage good behaviour through appropriate praise and encouragement. Children's independence is limited at snack and lunch times as staff pour children's drinks.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's spoken language is developing well. They learn to negotiate well and to express their imagined experiences during a good range of role play situations. They confidently sing rhymes and have good opportunities to practice hand-eye co-ordination. Many older children are confident to write their name, however staff still generally tend to write their names for them.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have good opportunities to recognise and use numbers 1 - 9 in familiar context. They are confident counters and are given a wide range of opportunities to practice. Staff support all children appropriately extending the more able and supporting less able. Staff effectively use language to extend children's understanding of positional language through everyday activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Conversations between staff and children, and photographs of previous activities, effectively encourage children to discuss past and present events in their lives. Children are given a range of opportunities to build and construct using a range of resources both man made and natural materials.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children demonstrate a good sense of space and move confidently during physical activities. Staff provide good opportunities for children to use their imagination. They are confident in manipulating objects by pushing, pulling, throwing, kicking, scooting and peddling. Staff act as positive role models and offer a range of structured activities throughout the year to promote personal hygiene.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are encouraged to use their imagination and express their ideas in a variety of different ways. They are able to sing simple songs from memory and to match sounds and sound patterns to music. Staff give children a wide range of opportunities to explore media and materials.

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

- Continue to develop the assessment system by regularly recording observations, and using information gathered to support children who learn quickly or need additional support. Continue to use the information to help inform planning.
- Give children more opportunities to be independent at snack and lunch times.
- Continue to develop opportunities for children to write their names.

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.