



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 139334

DfES Number: 580469

### INSPECTION DETAILS

Inspection Date	30/06/2004
Inspector Name	Mary Daniel

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Dorchester Opportunity Group
Setting Address	Prince of Wales Pre-School Centre Maiden Castle Road Dorchester Dorset DT1 2HH

### REGISTERED PROVIDER DETAILS

Name	The Committee of Dorchester Opportunity Group 1017939
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### ORGANISATION DETAILS

Name	Dorchester Opportunity Group
Address	Prince of Wales Pre-School Centre Maiden Castle Road Dorchester Dorset DT1 2HH

## 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

Dorchester Opportunity Group has been established since 1993, and operates from rooms within the purpose built Prince of Wales Pre-School centre in the county town of Dorchester. Children have use of a main playroom, the school hall, a soft play room, the hydrotherapy pool, a sensory play room and a kitchen with an incorporated parents area. There is an enclosed, safety surfaced playground for outdoor play.

Children attend from South and West Dorset within approximately a 20 mile radius of Dorchester. The children have special educational needs and admission is through a referral system. The group is registered to provide care for 20 children aged from 1 - 5 years, and is managed by a committee consisting of trustees, parents and staff. There are currently 30 children on register. There are 10 staff, the majority of whom are experienced and qualified in child care and the group is supported by regular volunteers. The group is open on Monday and Wednesday from 09:30 - 14:30, and on Thursday and Friday from 09:30 - 12:00, term time only. There is a toddler group operating on Tuesdays from 09:00 - 12:45, and a summer programme is available during the holiday.

Dorchester Opportunity Group caters for children with a wide variety of disabilities and those with English as an additional language. The group are in receipt of government funding for three and four-year-olds. There are currently 13 funded 3 year, and 8 funded 4 year-old children on roll. The group has recently completed an accreditation scheme through the Pre-School Learning Alliance. They work closely with other professional agencies involved in the children's care, such as Portage and speech therapists, physiotherapists and psychologists.

### How good is the Day Care?

Dorchester Opportunity Group is providing good care for children. Staff are experienced and qualified and are supported by regular volunteers. There are very clear organisational procedures, which help staff in working well as a team. They provide clear daily routines, but there are some times in the session when learning

opportunities are not fully maximised. There is an exciting and welcoming play environment, which is well laid out to support the particular needs of the children. There is an extensive range of bright toys and resources, which are used effectively to encourage children's development through purposeful activities, for example; as they explore sea shells and learn about life under the sea.

Safety prevention overall is appropriate and is monitored regularly through a formal risk assessment system. Good health and hygiene procedures are promoted very well with the children, and the premises are kept clean. Children are very well encouraged in their awareness of healthy eating through a range of interesting activities for example; when they make sandwiches, fruit salad or soup for their snacks. All children are valued and their individual needs are respected. Emphasis is on ensuring they can access all play opportunities available, at their own level of ability, and gain a sense of achievement.

Staff interact with children very well giving a caring, patient approach. They have a good understanding of children's needs and create a positive learning environment. Staff use praise frequently and children show pleasure at receiving stickers for their help or good work.

Staff form good relationships with parents, supporting them very well in settling their child into the group. They regularly liaise with them on particular care to be provided, and recognise them as their child's first educator. The required records and documentation are in order overall with a dedicated manager taking responsibility for reviewing and updating relevant details.

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

At the last inspection the group were asked to implement additional operational procedures in line with the National Standards for registration and to implement relevant safety prevention and documentation. These actions have been addressed effectively through introducing a suitable system for recording staff details, the attendance of children and visitors and times of fire drills, keeping relevant transport and insurance documentation on file and in developing a system to record administration of any medication to children. A risk assessment system is in place and emergency contact numbers and contingency plans are in place.

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

- Staff give a caring, friendly approach. Children respond well and are helped to settle easily and gain confidence within the group.
- The premises provide a welcoming, comfortable play environment. The play rooms are clean and inviting for children and their parents. Space is used effectively to provide different areas of play and to meet the specific needs of each child.
- There is a very good range of bright and attractive toys and resources. These are used appropriately to support children's needs and to encourage their participation in play.

- The group provide very good support for parent and families. Their involvement is encouraged well in all aspects of their children's learning and staff maintain good communication with parents on their child's developmental progress.

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

- the organisation of some parts of the session to ensure learning opportunities are maximised for all children.

#### **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
2	Review the overall organisation of some parts of the session, to ensure learning opportunities available for all children are maximised.

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

### How effective is the nursery education?

Dorchester Opportunity Group is of high quality and all involved with this group work very well together to support children in making very good progress towards the early learning goals.

Teaching is very good. Staff are knowledgeable and experienced and attend ongoing training to update their own skills and expertise. They use a detailed planning and assessment system, which is effective in providing a well-balanced curriculum to help children progress very well along the stepping stones. Children's communication and language skills are emphasised and staff ensure all children have the opportunity to interact effectively, through a variety of methods for example; in cooking activities children are able to sequence photo cards of ingredients and utensils, to clearly see the steps for the recipe. Staff provide many stimulating creative activities, which encourage children to use expression through play and to use of a range of exciting textile materials. There is an interesting range of meaningful play activities provided, which overall help to consolidate children's current skills and allow for them to develop their potential appropriately. Staff are dedicated and show a good understanding of children's particular needs, liaising closely with parents and other professionals to ensure suitable and consistent care is provided.

Leadership and management is very good. There are very clear operational procedures in place which give a good framework to the overall management of the provision. All involved are pro-active in working to good practice, which encompasses all aspects of the provision, in their continual aim for improvement.

Partnership with parents is very good. Parents can regularly share information on their child's developmental progress. Their involvement is valued and encouraged, with good support given to all the family in managing children's individual developmental needs.

### What is being done well?

- The leadership and management structure gives very good support and direction to staff, which encourages their own professional development, and has clear aims for continual improvement.
- Staff are very committed in helping children make progress, and aim for them to enjoy and achieve within their play, at their own level of ability.
- There is a very good range of motivating activities provided to help children to explore their imagination and use their creativity in art and design.
- Children are supported very well in becoming confident and happy. Their self-esteem is effectively promoted through the positive learning environment provided.

**What needs to be improved?**

- the opportunities for children to continue to develop awareness of solving simple number problems through everyday practical situations
- the opportunities for children to further develop their independence skills, particularly at snack time, and in their access to resources to extend and initiate their own ideas in play.

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

Dorchester Opportunity Group has made very good progress since the last inspection. The planning system has been very well developed to provide a clearly structured process in which all staff are involved. Staff make good use of children's assessment targets in the planning of future activities and this is constantly reviewed and updated to ensure that the provision offered supports children's overall developmental progress.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children relate to others very well, for example; as they share a ride on the rocking horse. They have great interest in activities and confidently explore the play areas. They have fun on their 'make believe' beach in the play room. They learn about their community as they visit the elderly and share a teddy bears picnic. Children demonstrate a great sense of pride, such as when completing a colour matching game. Children show developing independence. They are aware of group boundaries.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children are very confident in using language, signs and gestures to communicate with others. They enjoy their rhyming songs and stories and start to link sounds with letters. Children use sounds within their play, such as when listening to a seashell and making a 'scchhh' noise. They are showing increasing control in the use of a variety of mark making implements and begin to learn that print carries meaning, for example; as they recognise their photo and name on the 'Who's here today' board.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children are starting to count confidently in their play and some recognise the written number shape. They learn about simple number problems as they enthusiastically join in with the number songs, for example; 'five little ducks', but are not always extending these skills within everyday practical routines. Children start to recognise shapes through purposeful activities, and learn size and positional language as they go over and under the soft play bridge, and they make tall and small towers.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children explore their natural environment with great curiosity, for example; with seashells and sand. They enjoy hunting for bugs and seeing the frog spawn in the pond. They show interest in change through exciting activities such as making fresh pasta or crispy cakes. They plant cress seeds and see them grow. Children learn about other cultures as they make Chinese banners and use chopsticks to eat their noodles. They confidently develop their communication links with technological resources.

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Very Good
Children move very confidently in a range of ways as they explore the soft play environment. They extend and develop their movements when swimming in the hydrotherapy pool. They show increasing control in hand-eye co-ordination activities, such as cutting and sticking. Children start to recognise their own needs and wash their hands independently. They control the ride on toys very well and manage to steer and manoeuvre them skilfully around obstacles, at great speed.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children learn to differentiate colours, for example as they look at different shades of green in their 'green week' themed activities. They explore with interest a range of textures, such as glitter sand, cornflour or snow. They enthusiastically use musical instruments to make a variety of sounds. Children participate eagerly in a variety of imaginative play situations such as going on a train ride, playing on their 'beach' and when acting out the story of 'the enormous turnip'.	

<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>
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## OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report but consideration should be given to improving the following:
- provide further opportunities for children to continue to develop awareness of solving simple number problems through everyday practical situations
- maximise opportunities for children to further develop their independence skills, particularly at snack time, and in their access to resources to extend and initiate their own ideas in play.

*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.*