

# Old Dalby Pre-School

Inspection report for early years provision

---

**Unique reference number**

EY414047

**Inspection date**

21/06/2011

**Inspector**

Patricia King

**Setting address**

Primary School, Main Road, Old Dalby, MELTON  
MOWBRAY, Leicestershire, LE14 3LR

**Telephone number**

01664823100

**Email**

olddalbypreschool@hotmail.co.uk

**Type of setting**

Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Old Dalby Pre-School is a committee run group established in 1970 and re registered from new premises in 2010. The setting operates in a building on the Old Dalby Primary School site and children attend from Old Dalby and the surrounding villages. All children share use of a secure outdoor play area. The playgroup operates Mondays to Fridays during school term time. Sessions run from 9am until 12noon, 12.30pm until 3.30pm and a lunch club is provided from 12noon to 12.30pm.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children aged from two to under eight years may attend at any one time, there are currently 32 children on roll in the early years age group. The setting is in receipt of nursery education funding and supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are currently six members of staff working with the children, four of whom hold an appropriate early years qualification. The setting receives support from the local authority and has links with local schools.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

A comprehensive range of policies and procedures is in place to support the safety and welfare of children and staff demonstrate sound understanding of how to use these effectively. Staff know the children well and work as an enthusiastic, cohesive team to ensure that children's individuality and needs are recognised and met. Strong partnerships with parents, local schools and other agencies are established to ensure that that all children are fully provided for and they get any additional support they need. Good systems to monitor and evaluate the setting's performance are in place to inform and drive ongoing development.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- update procedures to be followed in the event of an allegation being made against a member of staff or volunteer.

## **The effectiveness of leadership and management of the early years provision**

Robust recruitment and vetting procedures are in place to ensure that all staff, volunteers and students are suitable to work with children. Most staff hold childcare qualifications to National Vocational Qualification Level 2 and above.

Thorough staff induction and well-established appraisal systems ensure that all adults working in the setting are fully informed and prepared to work with children. The premises are well staffed and people who are not cleared are never left alone with children. Staff demonstrate good understanding of their responsibilities with regard to safeguarding children and describe clearly how to take appropriate action to report any concerns they have. A policy is in place which outlines actions taken in the event of an allegation being made about a staff member; however, the procedure does not contain clear information about contacting the local authority designated officer. Safety is carefully considered in this setting and detailed risk assessments indoors, outside and on outings, ensure hazards are identified and minimised. Consequently, children are cared for in a safe, secure environment

Staff are knowledgeable and enthusiastic, working together effectively to promote children's welfare, learning and development. The environment and resources are organised effectively to offer stimulating play and learning opportunities indoors and outside. All required policies and procedures are in place and regularly reviewed to ensure they are effective, and staff demonstrate good understanding of these documents. Parents feedback their satisfaction and positive comments about the ways they are informed and included in their child's learning and development journey. This means the pre-school successfully makes all children and their families feel individual and valued. The setting has established positive partnerships with others involved in the children's lives, for example, schools and other agencies. Effective systems are in place to support children with special educational needs and/or disabilities and to ensure children with English as an additional language are fully included in all aspects of the setting. This supports children's overall development and progress and ensures that all children are enabled to fully participate and benefit from their time at the pre-school.

This is the first inspection since moving to the new premises. The committee, manager and staff have embedded their vision and worked hard to establish this playgroup in their new environment. They have used a variety of monitoring and evaluation systems to recognise strengths, identify weaknesses and plan for ongoing improvement, for example, further developing the outside area to promote children's independence and learning.

## **The quality and standards of the early years provision and outcomes for children**

Staff have good understanding of the Early Years Foundation Stage and understand how children learn through their play. They encourage children to be confident and interested, developing positive attitudes towards learning. Staff spend time getting to know the children, their likes, dislikes and preferences. Careful attention is paid to keep up to date with details of children's interests and significant events in their lives. For example parents are encouraged to use the weekly diaries to communicate important information and news to the key persons. This means staff are fully informed and prepared to offer support or challenge where necessary for individuals. Consequently, children soon develop a sense of belonging and enter the setting with confidence to enjoy and learn from targeted, interesting and challenging opportunities offered each day.

All areas of this setting are decorated with displays of children's work, photographs of them at play and illustrations to support the learning and behaviour. The environment is arranged creatively to offer interesting play and learning opportunities and resources are stored within easy reach to promote children's independence and choice indoors and outside. Children are encouraged to select and move between areas as they play and learn, developing their interest and extending activities. For example, children use their imagination and resources to develop role play, such building a pirate ship and a treasure island surrounded by deep sea and dangerous creatures. They move between indoor and outside areas to seek, capture and bury treasure from their adventures. Children's interest and imagination are stimulated and nurtured by staff who encourage children's creativity to make the tools of the pirate trade such as hats, maps and eyepatches. In this way staff skilfully plan and resource activities to cover all areas of the curriculum having regard for individual children's capabilities and skills.

Children are confident to ask for help and support or a favourite story which they enjoy sharing and adding their own contributions. Children naturally and confidently share their experiences and knowledge and beam with pride when their contributions are acknowledged. For example, after creating a detailed painting of a rainbow, a child proudly explained how a rainbow forms when the sun shines through rain or water.

Staff demonstrate positive role models and intervene promptly and sensitively if required. They promote acceptable behaviour with praise and encouragement which leads to a happy, harmonious learning environment. Children are learning to recognise and value differences by celebrating festivals, significant events and practises in the wider world. For example, they used the globe to find places and countries making the 'one world'. They are learning about others less fortunate than themselves and engage in fund raising activities such as 'The Big Toddle' to help others. Visitors from the local community, such as the police, service people and parents, help children learn about the world in which they live. Children are taken to the library to choose reading materials and the outings are used to promote understanding of the local community and keeping safe whilst outdoors

Children's health and welfare are effectively promoted because the staff lead by example to ensure children learn through daily routines and activities. For example, children are learning why careful hand washing after using the toilet and before handling or eating food is important to their good health. Staff talk about healthy eating and provide practical activities to promote their awareness. Snack time routines are captured as spontaneous opportunities for children to practise counting, problem solving and social skills.

Staff work in close partnership with parents and others to support children with special educational needs and/or disabilities to benefit from attending the setting. Robust systems are in place to observe, check and record children's progress and parents' contributions are actively sought to inform planning for their children's next steps. The well-compiled detailed learning journeys efficiently track children's progress. The setting effectively recognises the uniqueness of each child and supports every child so that no individual is disadvantaged. This means children

have positive and enthusiastic attitudes towards learning and make good progress according to their starting points and capabilities.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----