

Dunmore Pre-School

Inspection report for early years provision

Unique reference number 133399
Inspection date 10/11/2011
Inspector Rachel Edwards

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Type of setting Childcare - Non-Domestic

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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*.

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Description of the setting

Dunmore Pre-School opened in 1982 and is managed by a voluntary committee of parents. The pre-school operates from a detached self-contained modular building in a residential estate in Abingdon, Oxfordshire. It is registered on the Early Years Register to care for a maximum of 24 children from two years to the end of the early years age range at any one time. The pre-school is open each weekday from 9.15am to 3.30pm during school term times. All children share access to a secure outdoor play area.

There are currently 50 children aged from two to four years on roll. The pre-school provides funded early education for three and four-year-olds and some two-year-olds. The pre-school currently supports children with special educational needs and/or disabilities. It also supports children who are learning English as an additional language.

The pre-school employs six staff, three of whom are part-time, who work directly with the children. The manager holds an early years degree and Early Years Professional Status. Two of the other members of staff hold relevant qualifications at level 3 and three other staff are working towards a level 3 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled at this pre-school which is well organised overall. The pre-school is very inclusive, welcoming all children and catering for their individual needs well. Strong links with parents keep them fully informed of their children's progress and keeps them involved in their learning. The experienced and well qualified manager motivates her team. They regularly attend training and enthusiastically adopt new ideas that benefit all the children. There are clear plans for future development that ensure the continuing improvement of the pre-school.

What steps need to be taken to improve provision further?

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

- review group times led by adults to ensure they are engaging, worthwhile and purposeful for the children involved, particularly the younger ones.
- improve continuity of care and learning and ease transitions for children, by developing partnerships further with other settings that children attend and with the schools they move on to
- Develop children's understanding of addition and subtraction and encourage them to creatively think up problems and find solutions through practical

play.

The effectiveness of leadership and management of the early years provision

The staff team and committee effectively implement clear policies and procedures. They keep the required records, to promote children's safety and well-being. All staff receive child protection training, which is regularly updated. The manager has attended advanced training. This is so that everyone understands their responsibilities and knows what to do if they have concerns. There are thorough recruitment and checking procedures, to ensure everyone working with the children is suitable to do so. They take other precautions, such as not allowing mobile phones into the pre-school. Staff supervise children well and make good use of risk assessments to identify and minimise hazards.

The manager and staff demonstrate a strong commitment to ongoing improvement. They attend regular training and gain additional qualifications. Their increasing understanding of child development has continued to improve the quality of teaching. The manager has recently gained an early years degree and Early Years Professional Status. As a result, they monitor and evaluate what they do more rigorously and plans are well targeted to benefit all children.

Good quality resources help children progress well in all areas of learning. They especially benefit from being able to choose to play outside for most of the session. Staff are generally well deployed to keep children safe and support their learning. However, adult-led group times are less successfully organised. The activities are not always appropriate for all the children, especially the youngest.

The pre-school welcomes all children and staff are careful to ensure everyone is well integrated. For example, the staff learn Makaton signing and teach the children. This is so that those with language difficulties are able to communicate with adults and friends. Children's progress is closely monitored and staff promptly seek additional help from outside agencies, if needed. Because of this individual approach, all children are happy, secure and make good progress in relation to their starting points.

The pre-school has highly effective partnerships with parents and carers. They are encouraged to be involved at all levels. For example, serving on the management committee, raising funds, helping out at sessions and continuing their child's learning at home. They are very well informed about how the pre-school is run and their child's progress. These good relationships mean staff know children and their families exceptionally well. They know what interests children and understand their family backgrounds. They take these into account when planning learning and care routines. Parents have a better understanding of how their children learn. They are given interesting ideas for how to support them at home. They are invited to contribute their ideas through regular questionnaires. Wider partnerships are generally good. The pre-school works exceptionally closely with other agencies that support children, such as occupational therapists and the local Children's Centre. It is developing links with other early years settings that some children

attend and with the primary schools that children move on to.

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

Staff have a good knowledge of the welfare, learning and development requirements of the Early Years Foundation Stage. They support children's play well, including those with additional needs, helping all to make good progress overall. Staff observe children, noting any achievements and what especially interests them. They keep notes, photographs and examples of children's work in developmental folders, which are shared with parents. Parents are encouraged to add what they know to the records, so that they are a complete picture. Staff generally use this information effectively, to plan activities that interest and challenge each child. However, some activities in group times are not appropriate for the youngest children.

Children clearly enjoy their time at pre-school. They enter confidently and happily find their key member of staff. They chat about news from home and greet friends and adults. The very good relationships help children feel secure and happy so they are ready to learn. Children generally behave very well because staff are excellent role models, treating all with kindness and respect. They explain the consequences of unwanted behaviour. This is so that children learn to treat others and their surroundings with care. They play cooperatively, sharing and taking turns well. They concentrate and listen carefully. However, this is difficult for some during large group activities. Children develop a good understanding of how to keep safe. For example, they know that when a red 'X' is on the climbing frame it is not safe to use. They learn to value differences and enjoy singing German songs with a visiting parent.

Staff develop children's communication skills well. They encourage them to talk about what they are doing and make connections. For example, a child describes a spider as being 'like a crab, on the beach'. Children learn about the natural world and thoroughly enjoy playing in the garden for much of the session. They help make a 'bug hotel' and excitedly roll over an old log to discover a world of mini-beasts. They handle these with care. They use magnifying glasses to examine them closely and discover 'the millipede's got legs but the worms haven't got any'. Interesting visits, such as from a fire engine or a mini-zoo, deepen children's understanding and give them plenty to chat about. Children develop early writing skills as they chalk outside and draw or paint. Some begin to give meaning to their marks, for example as they attempt to write their name or make shopping lists. They develop the skills they need to make good progress in their future learning.

Children learn to count for example, how many children at register time. They use mathematical words, such as long and short when comparing worms. However, they are not sufficiently encouraged to add, subtract and solve problems in practical play. Children become highly independent. They recognise their own named coat peg and have a good attempt at putting on coats themselves. They know to wash their hands after playing outside and manage this well on their own.

They enjoy fresh fruit at snack time and learn more about healthy eating by growing fruits and vegetables. Enjoyable outdoor activities, such as blowing bubbles or climbing on the frame helps them understand the importance of exercise.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

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