

# Dalton Pre-School Nursery

Block 104, Dalton Barracks, Abingdon, Oxfordshire, OX13 6JB

<b>Inspection date</b>	11/11/2013
Previous inspection date	07/09/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Staff provide a wide range of stimulating activities and good quality, effective teaching. They make the most of opportunities to extend children's learning through play, discussion and group activities indoors. This means that children's needs and interests are met and they are making good progress.
- Children are motivated and keen to learn in this inclusive and welcoming setting and they develop positive relationships with staff. Consequently, children settle quickly and happily.
- There are strong partnerships with parents and other people involved in the care of the children, which effectively ensures each child's individual needs are known and met.

### It is not yet outstanding because

- Although children make their own choices during free play, some activities and snack times are adult directed. This reduces opportunities to develop their independence through self-selection.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children's activities in all areas of the pre-school and the outdoor area.
- The inspector looked at various documents, including policies and procedures, children's records, evidence of the suitability of staff and recruitment procedures.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector carried out a joint observation with the manager.

## Inspector

Maxine Coulson

## Full report

### Information about the setting

Dalton Pre-School Nursery registered in 1993. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is managed by a committee made up of staff, parents and army personnel. The pre-school operates from accommodation at Dalton Barracks, close to the town of Abingdon, in Oxfordshire. Children are accommodated across three rooms according to age and have access to enclosed outdoor play areas. Most children attending have parents serving in the armed forces. It is open on weekdays during school term times, from 7.45am until 5.15pm. A play scheme operates in the school holidays for children up to eight years, except for the Christmas holiday.

The pre-school currently has 69 children on roll. Children attend for various days and sessions. The pre-school supports children with special educational needs and/or disabilities and those with English as an additional language. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. The pre-school employs 17 staff to work with the children. Of these, two hold relevant qualifications at level 4 and are working towards level 5; eight are qualified at level 3, while three are unqualified and all are working towards level 3. One member of staff is qualified to Teacher status. A housekeeper, cleaner and accounts administrator are also employed.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- allow children to make their own choices and express preferences to develop their self-confidence during everyday routines and activities.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Knowledgeable, motivated staff observe children's ongoing interests and use this information to plan the next steps in their learning. This means children are progressing well. Planned activities are closely linked to children's individual needs and interests. Staff know children well and use this knowledge to complete children's records of achievement. Staff understand the different assessment processes, such as the required progress check for two-year-old children. This ensures any need for additional support for children can be identified at this early age and acted upon appropriately. Staff make sure children are happy and busily involved in purposeful activities. They are keen learners who are actively involved in exploring and investigating through play. Staff provide varied experiences based on their knowledge of children, sparking their curiosity and extending their learning

through good quality teaching. Children are developing skills for the future as staff are effective at integrating numbers and colours into play; staff teach babies about colours as they re-enforce through everyday play activities. For example while painting with sponges, they learn red and blue. Children are able to sit and relax in a warm and comfortable book area. They enjoy listening to stories in group times, and interact and join in with enthusiasm with familiar lines and phrases.

Staff effectively teach children about the world they live in as they access a variety of toys that reflect diversity and positive images. They play and learn in an environment rich with culture and are developing a good understanding of respecting differences. For example, on the day of inspection, the children learn about why the soldiers stand and observe a two minute silence for Remembrance Day and why everyone wears a poppy. This also means activities are having a positive impact upon their personal backgrounds for all those children who attend the pre-school. Children who speak English as an additional language are provided with very good support. Children are developing well physically, and display a good sense of spatial awareness as they deftly steer around obstacles and other children. They have access to a Forest School in a large open space where they can climb, balance and jump on large tree trunks and flat boards as they develop their physical skills. Children dig in the dirt to make 'mud pies' and get water from the outside tap as they fill jugs, pots and pans and understand leas and more as they fill and empty a variety of equipment. Staff are good teachers who involve themselves in children's play and extend their learning and curiosity. However, some activities and snack times are sometimes adult directed, therefore, reducing children's own choices. Staff skilfully ask open-ended questions to encourage children to think and solve problems.

Parents use their daily chat with key persons to communicate children's special interests and achievements from home, which the key persons then incorporate into planning or use the knowledge to stimulate children's communication skills. This helps them better understand and reinforce their own life experiences. Parents are also consulted to ease children's moves to their next stage of learning as they approach these important times. Therefore, children benefit from continuity of learning between home and pre-school. This is particularly beneficial as children who attend generally come from military backgrounds and may move to other barracks. This helps children in being well prepared for their next stage of learning within the pre-school, other nurseries or for their future moves to school.

### **The contribution of the early years provision to the well-being of children**

Parents have discussions with their child's key person on a daily basis and gain confidence in staff's knowledge of their individual children. This helps staff to understand and effectively meet all children's individual needs. Staff are very caring and attentive towards children and get to know them very well as individuals. They use this close relationship to help children feel valued; consequently, children's well-being is enhanced as they form strong, comforting bonds with their key person. Children clearly feel safe and self-assured with staff, freely and confidently responding to requests to join in and hugging them spontaneously. Babies crawl and toddle confidently in their own play environment, accessing a lovely range of toys and resources that supports their learning and developing

well. The pre-school is well resourced and offers children a good, challenging range of play and learning experiences, both indoors and outside. Resources are readily accessible. This teaches children to be confident in their ability to make decisions by enabling them to make their own choices and selections particularly during free play; this develops their sense of belonging and independence.

Staff are good role models of behaviour and treat children with kindness and respect. They support children to learn how to manage their own behaviour and emotions. This is helped by a calm approach and clear explanations and reminders from staff to enforce reasonable boundaries. Children are consistently well behaved as staff teach them to learn right from wrong and manage minor behavioural issues. Children learn good hygiene habits through regular routines and reminders, for example, washing their hands after playing outside and before handling food. Children understand how to keep themselves safe as they learn to take risks in a supported environment, for example, with staff providing a steadying hand as children climb up onto the tree trunk, or come down the steps of a slide. Children have daily opportunities for fresh air, daylight and exercise in the generally inviting and stimulating outdoor area. This means children are developing an understanding of staying healthy.

Communication skills grow as staff interact well and follow children's lead, extending vocabulary and introducing new words, such as 'balance' and 'squish', as they describe the things they see. This, combined with children's growing confidence and social skills, actively contributes to them being well prepared socially, emotionally and physically for their future moves to school. Moves are well supported as teachers receive records of children's progress so they can continue their care and learning.

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

This inspection took place following a notification by the provider, which raised concerns about how staff are deployed to ensure the full and effective supervision of children. These concerns related to how children are being supervised in the garden and when going to the toilet on their own. Since this time, the manager has improved systems by carrying out further full risk assessments for both incidents and made changes where appropriate to prevent this from happening again. All staff are now aware when they take children out or off the premises, head counts are now carried out at all times for going outside and coming back in. They regularly check all areas including the toilets, while still allowing the children to develop their independence by accessing them themselves. Correct procedures were carried out following the accident in the nursery.

Arrangements for safeguarding children are effective and staff have a secure knowledge of what to do should they have any concerns about a child. All staff have received safeguarding training, which is evident in their knowledge and understanding of protecting children. This contributes well to maintaining children's safety and protects their well-being. Staff ratios are met, which further contributes to children's safety. Required documents are in place for the safe and efficient running of the setting. These include

necessary policies and procedures, accurate registers and complete records of children's details. Personal details are kept confidential at all times. Children's health and safety is prioritised as medical and accident forms are completed, discussed and signed by parents, ensuring they are fully informed of any incidents and illnesses. Staff follow clear procedures when dealing with accidents, including notifying Ofsted where necessary. This helps to promote children's welfare effectively. Induction and vetting procedures ensure that everyone working with children is suitable to do so. The management team monitor the ongoing suitability of all staff effectively through regular meetings, observations and appraisals. These procedures promote children's safety and the quality of the provision well.

Staff work well as a team. They are knowledgeable and enthusiastic, demonstrating a high level of commitment to further training. Parents and carers have high levels of regard for the service provided. They are kept well informed of their children's progress through regular feedback and meetings, which focus on children's care routines. Key persons form good relationships with parents and make time to discuss children's progress where required. Parents are asked to contribute to children's learning by sharing information with their key person. Staff are aware of the importance of working with others who share care of the children. For example, they have good connections with the local school and communicate well and staff pass on information and their knowledge of children to help them settle and move forward quickly with their learning when they move onto school. The staff team are committed to the continuous evaluation and improvement of their practice. All of the staff team actively contribute their views and opinions, and they monitor and evaluate the provision well. The manager has a good understanding of the Statutory framework for the Early Years Foundation Stage and her responsibilities to ensure the learning and welfare requirements are met. She takes note of previous recommendations and acts upon these in a positive manner, therefore, taking the pre-school forward in its development. For example, she has taken action upon the recommendation set at the last inspection that stated the setting did not make use of the large open area of the garden. The pre-school have now set it up as a Forest School giving children opportunities to play with natural resources. The committee members, manager and staff have effective systems in place to protect children and safeguard their welfare. All understand their separate responsibilities. The manager makes good use of the wider support available, such as from health and safety army personnel and local authority professionals, including other health professionals. Information on children's progress is evaluated well to ensure that they have a full range of opportunities across all seven areas of learning and therefore are making good progress.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	134534
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	941519
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	60
<b>Number of children on roll</b>	69
<b>Name of provider</b>	Dalton Pre-School Nursery Committee
<b>Date of previous inspection</b>	07/09/2012
<b>Telephone number</b>	01235 543640

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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 4234, 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
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 2012

