

# Little Dolphins Pre-School

Dolphinholme C of E Primary, Dolphinholme, Lancaster, Lancashire, LA2 9AN

<b>Inspection date</b>	26/11/2013
Previous inspection date	29/04/2010

<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

- Leadership and management are strong and there is a clear motivation to develop the pre-school, in order to improve children's learning.
- The educational programme and quality of teaching are good. Staff provide children with a wide range of interesting, stimulating and challenging activities to help them make good progress.
- Effective partnerships with parents mean there is a joint approach to meeting individual children's needs, ensuring that they make good progress.
- The staff demonstrate a good understanding of safeguarding procedures and are confident in their ability to implement them effectively. This ensures children are safeguarded.

### It is not yet outstanding because

- Staff do not always make the best use of opportunities to foster children's emerging mathematical understanding while in the outdoor play area.

## 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 held discussions with the manager, and spoke to the staff, children and parents.
- The inspector observed activities in the inside and outside play areas
- The inspector looked at the system used for the observation, planning and assessment of children's learning.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the pre-school's self-evaluation form and improvement plan.

## Inspector

Jeanette Brookfield

## Full report

### Information about the setting

Little Dolphins Pre-School was registered in 1997 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is managed by a committee and operates from rooms within Dolphinholme Church of England Primary School in the village of Dolphinholme, near Lancaster. The pre-school serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The pre-school is open Monday to Friday from 8.45am to 3.15pm during term time only. Children attend for a variety of sessions. There are currently 26 children on roll, 24 of whom are in the early years age group. The pre-school receives funding for three- and four-year-olds. It employs six members of childcare staff. Of these, one holds Qualified Teacher Status, two hold an early years qualification at level 5, one holds level 4 and two hold level 3. The pre-school supports children with special educational needs and/or disabilities, and children who speak English as an additional language.

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

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

- promote children's mathematical awareness in the outdoor area, for example, by using a wide range of props and resources to provide opportunities for children to explore mathematical language and concepts.

## Inspection judgements

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

Staff have a good understanding of the learning and development requirements and how children learn. Consequently, they plan a good range of rich and diverse play opportunities which capture and engage the imaginations of all of the children. Planning is based on children's individual next steps and interests. For example, children's interest in castles leads to a role play castle being set up where children pretend to be princesses and other imaginary characters. Children's next steps in learning are informed from purposeful, ongoing observations of what they know and can do. Staff track the children's achievements efficiently and this enables them to successfully complete the progress check for children aged two and identify any gaps in children's learning quickly. Where children's starting points are below those of other children of their age, practitioners support them very well in order to close the achievement gap. As a result, all children, including those with special educational needs and/or disabilities and who speak English as an additional language, make good progress in relation to their starting points. This means that children are very well prepared for the next stage in their learning, such as going to school.

The small, experienced staff team know their key children very well. This is combined with teaching which is consistently good. Children's mathematical skills are enhanced as staff encourage them to count to 10 and beyond. They make shapes with play dough and build with blocks and other connecting resources. In the outdoors, staff encourage the children to identify colour when using chunky chinks to draw various shapes in the shallow tray. There is a play shed with a play kitchen and further resources. However, there is scope for staff to develop children's mathematical awareness further in the outdoor area for example, by using a wide range of props and resources to provide opportunities for children to explore mathematical language and concepts. The children show good communication skills. They are eloquent and confident as they have a wide range of opportunities to talk to other children, staff and visitors about what they can do. Staff contribute towards children's language development as they engage fully with children in their play. For example, when playing in the kitchen outdoors, children ask staff to guess what they have in their tin. Staff respond thoughtfully, asking them questions, such as 'can I eat it?' and 'is it tasty?'. Children learn about the wider world through discussions and activities. They celebrate various cultural and religious festivals and access resources reflecting positive images of diversity. These positive activities extend children's knowledge and help them learn about other people and communities around the world.

Children are busy and engaged in their play within the pre-school. For example, they dress up as doctors and pretend to treat their 'patients'. They talk about what they will need to make them better and use pencils and paper to write comments about what they are doing. This supports their early handwriting skills as they give meaning to the marks they make. Children further develop their mark-making skills as they use large chinks on the wall mounted chalkboard in the outdoor area and hold pencils correctly to draw pictures. They have a wide range of opportunities to develop their physical skills. For example, they move wooden blocks about in a wheelbarrow in the outdoor play area and ride around on bikes and pedal cars. Children use information and communication technology skills efficiently. They press buttons on cause-and-effect toys, and use the computer to play interactive games. This effectively promotes children's natural curiosity to experiment and to find out how things happen. Parents are invited to view the 'learning journals' whenever they wish and make comments on how their children are progressing. There is an ongoing exchange of information between the key person and parents using a daily diary, which enables them to successfully exchange any achievements the children make. Parents have opportunities to discuss the progress of their children in more depth at arranged times if they wish. This means both parents and staff are fully meeting the needs of children's learning effectively.

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

Children are well settled and secure and they enjoy trusting relationships with staff, who, in turn, are very caring towards children and treat them with respect and affection. This results in the warm, happy atmosphere that is clearly evident at this pre-school and means that children's emotional well-being is well fostered. Children are eager to be involved with play activities because staff understand and respond to their individual needs. For example, when a child brings in a favourite teddy, the staff plan a teddy bears'

picnic for the children to enjoy. All children have a key person who supports them in their learning and care to meet their individual needs. The key person develops effective channels of communication with parents to ensure children's changing needs are continually met. Staff have high expectations of children and are aware of their capabilities.

Children are accommodated in a clean, comfortable environment that is secure and well maintained. The learning environment is stimulating and the resources are of good quality. They are appropriate for the ages and development of the children and cover all areas of learning. These are easily accessible and help children to gain independence as they choose with what and where they play. Children's independence is further promoted as they learn important skills, such as hand washing, putting on their own coats and serving themselves at snack time. Staff are well deployed at all times and are effective role models. Children's good behaviour is promoted through the reinforcement of clear rules and boundaries and through staff offering regular praise and encouragement. Children behave well and show good care and consideration for one another. This promotes children's self-confidence and self-esteem. Staff promote a culture of healthy lifestyles because they plan daily activities that promote healthy eating and regular exercise. Children develop a good understanding of safety through daily routines. For example, they know the nursery rules and are encouraged to tidy after themselves to prevent trip hazards. Staff talk to them about safe actions and behaviours, such as not running in doors or waving their placemats about. They also learn how to keep themselves safe in an emergency as they practise regular fire drills.

Parents share a range of information when children begin at the pre-school. They complete an 'all about me' book which enables staff to provide continuity in children's personal, emotional and physical well-being. Parents speak very highly of the procedures put in place, and the care shown by staff to help children to settle and to effectively manage the transition from home to the pre-school. Children's transition to school is sensitively organised to provide the children with a smooth move into full-time education. Staff liaise with reception teachers who visit the pre-school and they share information about children's characteristics and development. As a result, children are well prepared for the next stages in their learning.

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

The manager has a secure understanding of her responsibilities for meeting both the safeguarding and welfare requirements and the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. There are robust procedures for recruiting staff and a thorough induction process. This ensures that all staff working with the children are suitable to do so and competent to fulfil their roles. Children are well protected through clear safeguarding procedures. All staff complete child protection training and have a good understanding of their responsibilities in this area. As a result, staff are aware of their responsibilities and know what actions to take in the event of any child protection concerns. Risk assessments and daily checks of the premises and resources effectively reduce the chance of accidental injury. Staff keep accurate

records of accidents and first aid treatments administered to children. Documentation for the safe and effective management of the setting is very well organised, regularly reviewed and updated to take account of best practice. This ensures children's safety and well-being are effectively promoted.

The manager successfully monitors the planning and delivery of the educational programmes by meeting with staff and by conducting peer observations. This helps to improve the quality of the learning for all children. Key persons know the children they care for well, and tracking documentation shows children are progressing at expected levels for their age. Staff meetings and regular discussions about the focused activities offered help staff to monitor the delivery of the educational programmes. This in turn helps them to provide a balance of good adult-led and child-initiated activities. As a result, they promote the seven areas of learning effectively, to enhance children's learning. Appraisal and supervision sessions are undertaken to help improve practice and to increase confidence, which in turn helps to provide a better quality of care for the children. Staff are motivated and keen to develop the pre-school. They are encouraged by the manager and committee to attend training to develop their knowledge and understanding. Good attention is paid to self-evaluation and promoting continuous development. Parents and staff are involved in this process to ensure that their views are considered when planning future improvements. The new manager and her team have worked hard and have successfully completed the recommendations from the previous inspection. This shows their commitment to continuing improvement.

Parents speak very highly about their relationships with staff and are pleased with the care that their children receive. For example, they describe the pre-school as, 'amazing' and explain that the 'care and attention they have for the children is great'. They appreciate discussions with staff each day where they are told about the activities their child has enjoyed. Newsletters, daily diaries and a notice board ensure parents are kept up to date with the forthcoming events. Secure partnerships are in place with other agencies and the other settings the children attend to ensure continuity of care and learning. This ensures that children's specific needs are assessed and all children are supported in 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>	309736
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	870677
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	19
<b>Number of children on roll</b>	26
<b>Name of provider</b>	Little Dolphins Pre-School Committee
<b>Date of previous inspection</b>	29/04/2010
<b>Telephone number</b>	01524 791 530

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## 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.

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Piccadilly Gate  
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