

Diddy Dinos

27 Crystal Palace Park Road, LONDON, SE26 6UF

Inspection date

Previous inspection date

14/01/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- The staff offer a wide range of resources and an exciting outdoor area, with lots of choice that supports children's learning.
- The positive partnerships with parents and outside professionals support continuity in children's care and learning.
- The friendly staff team teach children to try things out for themselves and become independent in their learning.

It is not yet good because

- Assessment and planning are not precise enough to provide a clear overview of each child's progress, and the daily routine is not always tailored to meet younger children's needs.
- The provider failed to notify Ofsted of a significant event, as required.
- Staff do not take all opportunities to fully develop children's mathematical thinking.

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.

Inspection activities

- The inspector observed activities in the main room and the outside learning environment.
- The inspector held meetings and conducted a joint observation, with the provider who is the manager of the provision.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and the improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector examined children's assessment records and planning documentation.

Inspector

Linda du Preez

Full report

Information about the setting

Diddy Dino's registered in 2013. It was previously registered as St. John's Pre-school and operated from different premises. It is privately owned and operates from a purpose-built building next to Crystal Palace Park in the London Borough of Bromley. The pre-school is registered on the Early Years Register.

The pre-school is open each weekday from 9.30am to 2.30pm, on Monday to Thursday and on Fridays it is open 9.30am to 12.30pm, during school term time only. Children may attend a lunch club throughout the week. Children have access to an enclosed outdoor play area. There are currently 40 children aged from two to under five years on roll. The pre-school receives funding for free early education for children age three and four years. The pre-school supports children with special education needs and/or disabilities.

There are eight members of staff including the registered provider, who is also the manager. One member of staff holds qualified teacher status; three hold a childcare qualification at level 3 and three hold relevant qualifications at level 2.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve planning for all areas of learning by clearly identifying the next stages for each child's progress through the assessment system, and providing challenging experiences so that every child makes good progress
- improve the educational programme for mathematics by teaching children to use everyday language to talk about size, weight, capacity and to compare quantities and objects during their play, to prepare them well for the next stage in their learning
- adapt the daily routine and group activities, in order to consider the interests and stages of development of the youngest children, with focus on the most important areas of development

Inspection judgements

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

Staff work closely with parents to find out information about children's backgrounds and development when children first join the pre-school. They write up observations and take

photographs to record children's progress. However, they do not have robust systems in place to assess all children's progress in order to clearly identify the next stages in each child's learning. Therefore, staff do not always have a clear picture of where all children are in their development to plan activities which are challenging across all areas of development. Consequently, some children's progress is no better than satisfactory.

Staff display many signs throughout the provision, which helps children to learn that words carry meaning. Children enjoy using writing boards to make marks and some are able to write their names. Staff teach them to form letters, which helps children to develop useful skills for their future learning. Children complete puzzles and develop some mathematical skills as they talk about shapes and numbers. However, staff rely too much on teaching children about numbers and shapes and seldom teach them to compare or sort objects. Furthermore, staff miss opportunities to teach children to use mathematic language through sessions, such as talking about capacity and weight during sand play. Therefore, the teaching in educational programmes varies and is inconsistent at times.

Older children enjoy talking about their experiences as they sit together during register and circle time. Staff teach them to listen and concentrate as they recall stories and rhymes. However, these activities occasionally involve younger children sitting for too long and losing interest, as they do not understand what is being discussed. This means staff do not always meet the younger ones' learning needs well.

Staff support children's communication and language appropriately. They seek support for children when needed and offer one-to-one activities to help them progress. They learn key words in children's home languages, so that those who are learning English as an additional language catch up.

Children enjoy expressing their active imaginations, both inside and outside. They dress up independently and talk enthusiastically about the characters they are playing out. Staff provide a good range of creative activities and praise children for the paintings and drawings they produce. This encouragement helps children to feel valued, so they are keen to express themselves creatively. Consequently, children delight in showing their work to their parents and visitors, doing so confidently.

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

Staff work in close partnership with parents, so that they get to know the children's individual and personal needs, which helps children to settle in. Staff greet parents and children warmly when they arrive in the morning. They hold discussions with parents and exchange useful information so that children's needs are met. Children run to staff enthusiastically and talk about what they are wearing or what they have been doing at home. Some parents stay for a while and chat with their children and key person, as children settle in. This approach helps new children in particular to develop confidence gradually. These positive relationships help children to feel safe and they soon settle to play and socialise with their friends. The provider plans visits to and from local primary schools to support children when they move on to school. These positive partnerships

support continuity in children's care and well-being, which helps them to prepare emotionally for change.

Children make sound progress in their physical development, as they use a variety of equipment in the outdoor area. They enjoy arranging play bricks, which they move safely and cooperatively to create their own structures. The staff team teach children to develop self-care skills as they tell them 'You can do that. I know you can' and follow up children's success with lots of praise. Consequently, children soon learn to manage their own needs. They manage boots and coats when they prepare to play outside, so become independent from an early age.

Staff are enthusiastic about developing a routine, which fully supports children's care and learning needs. They use useful strategies, such as ringing a bell to inform children that it is time to stop playing and sit for register. Older children respond to this, but younger children occasionally become frustrated, as they are deeply involved in their play and do not understand why they must stop playing. Nevertheless, staff support them with cuddles and explanations. Throughout the day, staff teach children to share and take turns, encouraging and praising them throughout their play. Consequently, children behave well and play well together. For example, they share ideas when building and constructing. This collaborative play creates a positive atmosphere and helps children to develop useful skills for the next stages of learning.

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

The inspection took place following a notification to Ofsted from an outside agency of a significant event at the pre-school, in which a child was able to leave the indoor premises unnoticed. At the inspection, the provider demonstrated that she held meetings and carried out suitable risk assessments to avoid the incident reoccurring. The provider has installed an additional sliding gate as an extra precaution as a result of that risk assessment in order to prevent children from going outside unobserved. Furthermore, she has acted upon these risk assessments in a timely manner and held meetings with the staff team, so that all staff are fully aware of expectations. However, the provider did not inform Ofsted of the incident. This is a breach of requirements although no further action is being taken this time.

The provider, as the owner/manager, ensures that child protection issues are discussed at staff meetings so that everyone is aware of current procedures. She implements clear recruitment and induction procedures, which ensure that all who work with the children know these. She supervises the staff team and carries out meetings and appraisals. She works closely with the local authority and arranges training to support staff in their professional development.

The team generally has a fair understanding of the learning and development requirements. They have positive partnerships with outside agencies that ensure children with special educational needs and/or disabilities, or those in need of early intervention,

receive timely support. However, management does not review staff planning and assessment records thoroughly.. Consequently, inconsistencies have occurred in planning for individual children.

The whole team reflects on the provision offered to children and evaluates this to identify aspects they could improve. They have thought about the best way use the new premises. They show they are keen to continue making improvements, such as those identified during the inspection. The provider and her team work very closely with the local authority to implement action plans and drive improvement.

The pre-school staff have developed highly positive partnerships with parents, who comment on how much their children enjoy attending the pre-school. Many parents moved from the previous premises to the existing ones because they felt the quality of provision was worth travelling a further to attend. They describe how caring the staff are and how they feel positively involved in their children's education.

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

Unique reference number	EY463779
Local authority	Bromley
Inspection number	951097
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	40
Number of children on roll	40
Name of provider	Barbara Claudia Andrea Boisard
Date of previous inspection	not applicable
Telephone number	07582963369

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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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