

# Dyason Pre-School

Whitefield House, 177 East Street, London, SE17 2SD

## Inspection date

Previous inspection date

19/09/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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

- Children make good progress in their learning and development because staff understand how children learn and they provide children with stimulating activities.
- The nursery fulfils its responsibilities in meeting the safeguarding and welfare requirements. Staff know the procedures well, which helps to assure children's safety.
- The partnerships that the staff team form with parents and other providers make a strong contribution to meeting children's needs.
- Strong leadership and team working ensures this nursery makes good quality continuous improvement.

### It is not yet outstanding because

- Sometimes staff overlook that children do not fully understand the passage of time through verbal explanation.
- Staff do not consistently present challenging activities for children who are more able.

## 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 and chatted to the children as they took part in activities both inside and outdoors.
- The inspector had an interview with the manager and held discussions with staff and parents.
- The inspector undertook a joint observation of the children with the manager.
- The inspector sampled a range of documentation including children's records and safeguarding procedures.

## Inspector

Gillian Cubitt

## Full report

### Information about the setting

Dyason Preschool was re-registered in 2014. This is a re-registration due to a change of premises. The setting is open 8.45am- 11.45am and 12pm-3pm. A lunch club is also available daily. The setting is only open term time only.

There are currently four members of staff working with the children and all are qualified to level two and above. The setting is registered on the Early Years Register only.

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

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

- enhance the planning to focus on fully extending activities to challenge more able children.
- further support children's early mathematical skills by providing them with visual resources to help them understand the passage of time.

### Inspection judgements

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

Experienced staff enhance children's enthusiasm for learning and they make secure progress in their learning and development. They know their children well and understand how to capture children's interests through a variety of interesting activities. For example, children showed their ability to concentrate when they recreated pictures on the white board of favourite characters in stores that they have heard from staff and at home. This shows how staff are supporting children to express themselves creatively as well as helping their early literacy. Staff asked children questions about their pictures. This supports children's critical thinking and staff give children praise for their work, which raises their self-esteem and motivation to do more.

Children have freedom to choose activities which aids their independence. However, some activities are more popular, which means that staff have to regulate the time children spend to ensure all children have a go. This is done mainly by staff explaining to children that they have five minutes, then three minutes left. As children do not have any visual guide to reinforce this message and help their understanding of the passage of time, they happily continue until staff inform them it is time to change. This restricts children's early understanding of mathematics. Nevertheless, children happily engage themselves with the wide range of interesting toys and resources, satisfying their curiosity through play. Staff observe children and guide them in their activities. For example, children have fun feeling

the textures of the sand and immersing their toys under it. Staff asked pertinent questions about why the sand was sticking together. This made children think more about their activity. Children beamed with satisfaction as they made the correct deduction, which prompted further questions from them as to why water helps to stick sand together. Staff are therefore supporting children's critical thinking helping them to learn at their own pace.

Staff involve children in their learning and activity planning through their frequent observations of children's play. Staff also evaluate activities and ask children for their opinions. This helps to plan activities that children benefit from and enjoy. Staff use skill in the use of open-questioning to encourage children to think and verbally share their ideas. Staff extend this to include the parents so that children's learning can be continued and enhanced at home. Parents also reciprocate by adding helpful information to the regular reviews as to what their children are achieving at home. This enables staff to further build upon children's interests and abilities.

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

Children settle extremely quickly into the nursery. They feel comforted by a caring key person and the warm, welcoming play environment. All staff, as well as the key person, use the information that parents provide about their children's interests and individual needs very effectively. The sensitivity staff show to new children develops the strong bond that children develop, easing their transition from home into nursery. Staff also provide children with calming experiences throughout the day, such as cuddles when required, quiet time and story sessions.

Staff support children's health well through attention to the high standards of hygiene that staff promote in the nursery. The children enjoy seeing to the personal hygiene needs because toilet and wash basins are purpose made to enable children to be independent. This supports their confidence as they move to school. Healthy eating is also a high focus, where children help themselves to water from the dispenser and eat a tasty range of fruit and other nutritious snacks. All children benefit from regular fresh air and exercise in the garden. Children enjoy space to continue outdoor activities using wheeled toys as well as opportunities to grow plants and herbs, helping their understanding of the natural world.

Children behave very well and listen to staff who are good role models. Staff give clear instructions as to what is acceptable behaviour and they teach children to share, be kind and consider each other. Staff praise children for using good manners and listening to the rules that keep them safe. For example, toddlers understand that they may fall if they climb and not sit properly on chairs. Staff continually reinforce children's self-esteem by recognising their observance of safety, particularly when walking up the steps to the outside play areas. Children are emotionally well prepared for the next stage in the learning because staff give careful consideration to preparing them for school. The very strong partnerships the nursery has with local schools and the reception teachers. This is because staff visit local schools and invite teachers to attend some of the nursery sessions. Staff also keep in touch with children who have left the setting. This enables

staff to understand the new environment children will experience as they leave nursery and provide them with good preparation. Consequently, children move into their reception class ready and eager for their new learning journey.

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

The manager and her staff team are very experienced in their role and are very effective in supporting children's welfare and learning. The manager keeps the parent committee informed of the changes and ensures that they implement the safeguarding policy. Consequently, all staff are very knowledgeable about the procedures to follow should they have any concerns. Robust recruitment, vetting and induction systems are in place to ensure staff are suitable for their role. Staff's ongoing suitability is supported through effective systems for supervision and regular team meetings. As a result, staff work extremely well as a supportive team where they value the contribution of each other and support their drive to improve the nursery. They have recently moved to new premises and through their hard work and organisation have produced a very safe and stimulating play and learning environment.

The manager monitors children's learning generally well to ensure all children make good progress. Staff display children's individual targets to focus on during adult-led and free play activities. This method is effective and helps to ensure that they monitor all children's progress to help them make good progress. However, staff occasionally do not stretch the abilities of older and more able children to help them reach their maximum potential in all areas. For example, by giving them greater responsibilities and challenging their ideas through conversation.

Parents are very positive about the nursery. They comment on the commitment and high standard of care that staff provide. They say their children are not keen to go home because they make good friends. Staff keep parents fully informed about the children's progress through parents review sessions as well as newsletters. Staff also update the notice board for parents to view showing the policies, procedures and educational aims.

Staff demonstrate their thoroughness and knowledge of working with other health professionals and agencies to give children extra support where required. Staff guide parents, providing them with the professional help and direction to seek specialised services to fully support their children's learning and development. This helps to ensure children are ready for their next stages as they move from the nursery to other settings or school.

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY472408
<b>Local authority</b>	Southwark
<b>Inspection number</b>	965499
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 0
<b>Total number of places</b>	20
<b>Number of children on roll</b>	14
<b>Name of provider</b>	Dyason Preschool Committee
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	02072527821

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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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