

Dalgarno Pre-School

1 Webb Close, London, W10 5QB



Inspection date

12 November 2015

Previous inspection date

4 April 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager is committed to driving improvements forward and has effective systems in place to review the quality of the provision. Staff, parents and children are involved in this process.
- The manager actively promote diversity and equality through all aspects of their provision.
- Staff have high expectations for all children based on comprehensive information gathered on children when they join about their background, interests and needs.
- Staff monitor children's development closely through effective assessment systems and use this information to plan activities and experiences to help children make good progress.
- Staff are skilful in helping all children form secure emotional attachments and become confident in their own abilities.
- Children's behaviour is good and shows that they feel safe in their environment. Children are confident to take risks, safe in the knowledge that support is close by.
- All children work hard to gain the necessary skills they require for the next stage in their learning.

It is not yet outstanding because:

- Children are not always provided with sufficiently challenging activities where they have opportunities to investigate, explore and test ideas out for themselves.
- Staff do not make the most of all opportunities to encourage children to become more independent in managing their own personal needs.

What the setting needs to do to improve further

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

- provide children with more challenging activities where they have better opportunities to investigate, explore and test ideas out for themselves
- provide children with further opportunities to become more independent in managing their own personal needs.

Inspection activities

- The inspector observed teaching practice and the impact of this on children's learning in all environments.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager of the provision.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff and a range of other documentation, including the setting's policies and procedures.

Inspector

Michelle Bassani

Inspection findings

Effectiveness of the leadership and management is good

The manager has a thorough understanding of the requirements of the Early Years Foundation Stage and leads her staff team well in implementing these requirements. She has put in place effective changes that benefit children, such as improvements to group times to ensure all children can participate equally. The manager supports professional development opportunities for staff, and arranges further training. Safeguarding is effective. All staff have a good knowledge and understanding of how to protect children in their care. Good working relationships with other settings and professionals ensure that children and parents receive the support that they need.

Quality of teaching, learning and assessment is good

Staff provide a wide range of interesting and enjoyable experiences which ensure children make good progress. For example, children have opportunities to develop dexterity and control as they use fishing rods to catch various 'sea creatures' in the water tray or tongs to collect sand and small stones in the sand tray. Children's communication and language skills are promoted well. For instance, children join in with stories as they are read and talk about what is happening. The use of puppets and soft toys ensures that all children can participate regardless of their language skills. Such activities prepare children well for the future. Assessment procedures have improved since the last inspection. Parents are now more involved in their children's learning and better supported in what they can do at home.

Personal development, behaviour and welfare are good

Children develop self-esteem and confidence and are well cared for by attentive staff who offer regular praise and encouragement. Children's independence is promoted and they are encouraged to dress themselves and manage their own personal needs when able. Children have free access to a wide range of resources and experiences, which allows them to direct their own play. Children learn about keeping themselves healthy. For example, they choose from healthy snack options and have regular opportunities for exercise.

Outcomes for children are good

All children make good progress. Older children develop good literacy skills, for example, they know the sounds letters make. All children are well prepared for future learning.

Setting details

Unique reference number	105686
Local authority	Kensington & Chelsea
Inspection number	845882
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	24
Number of children on roll	24
Name of provider	Dalgarno Pre-School Committee
Date of previous inspection	4 April 2011
Telephone number	02089 691 463

Dalgarno Pre-school registered in September 2002. It is situated in North Kensington, in the London Borough of Kensington and Chelsea. The setting opens every day during school term time from 8.45am to 3.15pm. However, there is an option for children to attend a breakfast session from 8.15am to 8.45am. The provider is in receipt of funding for free early education for children aged two, three and four years. All staff hold appropriate early years qualifications.

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