

# Dalton Pre-School Nursery

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



## Inspection date

8 November 2016

Previous inspection date

11 November 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Staff use a wide range of teaching techniques to support, challenge and motivate children in their learning. They regularly assess children's development using good-quality observations. Overall, staff plan effectively for children's next steps in learning and children make good progress in their development.
- Babies and toddlers show a strong sense of security and quickly develop secure attachments with staff. The oldest children develop positive attitudes to learning, are confident and self-assured. They are independent and keen to try new things.
- The staff team has good partnerships with parents, outside professionals and onsite welfare services. Staff use these good partnerships to ensure children and their families receive any additional support they need.
- Leaders have worked effectively to maintain the nursery's good standards of provision since the last inspection. For example, children now have many rich opportunities to make choices and express preferences.

### It is not yet outstanding because:

- Staff do not make full use of assessment information to identify the progress made by different age groups of children and use available information to refine planning to ensure all children make the best possible progress in their all-round learning.
- Staff do not make the most of opportunities to help children in the nursery room learn about caring for the toys and resources.

## What the setting needs to do to improve further

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

- monitor children's achievements more closely to identify how different age groups of children learn, and use information gathered to help ensure children of all ages make the best possible progress in all areas of their learning
- help children in the nursery room to become more aware of how to look after their learning environment.

### Inspection activities

- The two inspectors observed the quality of teaching and its impact on children's learning, during indoor and outdoor play.
- An inspector completed a joint observation with the deputy manager.
- The inspectors held a meeting with the deputy manager and met with the nursery's chairperson and the Army Padre. They spoke to children and staff at appropriate times throughout the inspection.
- The inspectors looked at relevant documentation including planning and assessment records, policies, procedures and evidence of the suitability of staff working in the nursery.
- The inspectors talked to parents.

### Inspector

Melissa Cox

## Inspection findings

### Effectiveness of the leadership and management is good

The manager uses her qualification and experience well. She supports the professional development of staff effectively, for example, by encouraging them to undertake further qualifications. Self-evaluation is effective and leads to worthwhile improvements. For example, the nursery and pre-school rooms have been renovated. Group time in the nursery room has been shortened to keep toddlers engaged. Overall, the manager checks children's progress effectively. For example, she reviews the oldest children's outcomes when they leave for school and the progress of those in receipt of additional funding. This helps staff know where children need further support. Safeguarding is effective. Leaders and staff implement effective safeguarding procedures to help protect children's welfare and safety. Recruitment, selection and induction procedures are thorough.

### Quality of teaching, learning and assessment is good

Staff plan and provide children with interesting activities that help them achieve what they need to learn next. For example, the oldest children handle tools and materials with confidence as they create firework pictures. They become completely engrossed in their artwork as they paint, spread glue and delight in sprinkling glitter. Babies develop a strong, inquisitive nature. Staff encourage children's speaking and listening skills well. For example, they use conversations to encourage children to listen and to introduce new words, and they value what children have to say.

### Personal development, behaviour and welfare are good

Children's good health and safety are supported well. Staff check carefully that environments are safe and all rooms are kept at a suitable temperature. Staff in the pre-school room have high expectations of children's conduct and children respond well. They treat each other with respect and learn to value each other's ideas. Children have positive attitudes to being outside. They enjoy exercise. For example, children laugh as they chase after hoops. The oldest children learn how to keep themselves safe effectively and enjoy physical challenges. For example, they balance carefully along a tree trunk and shout, 'One, two, three, go!' when they jump bravely off the end. Babies have opportunities to balance and take their first steps. They enjoy trips out in the 'baby bus'.

### Outcomes for children are good

Children gain useful skills in readiness for school. The oldest children learn to count and recognise some numerals and their names. Children persevere to succeed. For example, babies build block towers and two-year-olds learn the words of songs. Children learn to share, take turns and use good manners. Children who have special educational needs or disability receive tailored support that helps them to make good progress from their individual starting points.

## Setting details

<b>Unique reference number</b>	134534
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1061382
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	60
<b>Number of children on roll</b>	80
<b>Name of registered person</b>	Dalton Pre-School Nursery Committee
<b>Registered person unique reference number</b>	RP518034
<b>Date of previous inspection</b>	11 November 2013
<b>Telephone number</b>	01235 543640

Dalton Pre-School Nursery registered in 1993. It operates from accommodation at Dalton Barracks, close to the town of Abingdon, in Oxfordshire. It is open on weekdays during school term times from 7.45am until 5.15pm and offers full-time or part-time sessions including breakfast and lunch clubs. A play scheme operates in the school holidays for children aged up to eight years, with the exception of three weeks in the summer and two weeks at Christmas. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The pre-school employs 19 staff to work with the children; of these, 11 hold relevant qualifications.

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