

# Dalgarno Pre-School

1 Webb Close, London W10 5QB



<b>Inspection date</b>	4 October 2018
Previous inspection date	12 November 2015

<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 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

### The provision is good

- The manager reflects on practice to evaluate and maintain good outcomes for children. She makes changes to improve the learning environment, to enhance teaching and staff's safeguarding knowledge.
- Children are extremely independent. Staff are excellent role models. They consistently encourage children to manage small tasks and their personal care throughout the day.
- Staff have a good knowledge and understanding of how children develop. They help them to learn good skills that form the foundations for their future learning.
- The manager allocates each child a key person. The youngest children form strong attachments with them that help their feelings of security.
- Staff give children good explanations that help them to understand the rules and boundaries. Children behave well.

### It is not yet outstanding because:

- Staff do not quickly assess children's development right from the start to help plan for their learning precisely from the outset.
- Although staff gain plenty of information about children's health and home routines from parents when their children first start, they do not find out from parents all their children know and can do.

## What the setting needs to do to improve further

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

- strengthen initial assessments to identify children's development quickly when they join the pre-school, to help plan for their learning more precisely from the start
- encourage parents further to share what they know about their children's development when they first start.

### Inspection activities

- The inspector discussed with the manager the vetting and recruitment procedures and the ongoing suitability checks for the staff.
- The inspector observed the interaction between staff and children and discussed what staff know about their key children.
- The inspector sampled a range of documents, including the children's development records.
- The inspector discussed with the manager how she monitors the quality of teaching.
- The inspector and the manager evaluated the effectiveness of an activity together.

**Inspector**  
Ruth George

## Inspection findings

### Effectiveness of leadership and management is good

The manager ensures staff have a good understanding of how to protect children's welfare. All staff help to ensure they provide children with a safe environment free from hazards. They recognise the signs that indicate a child may be at risk of abuse or neglect and know how to report any concerns. Safeguarding is effective. The manager provides staff with positive supervision meetings. She recognises their strengths and sets steps for development to enhance their teaching. The manager monitors children's progress and strives to enhance her practice to improve children's outcomes. Following training, and to help children move to school smoothly, she met with the local Reception teachers to share what she knew about the children's development. In addition, the manager successfully sought funding to refurbish the outdoor area, helping to support children who prefer to learn outdoors all year round.

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

Staff assess children's development over time and share their progress with parents. Staff identify children who may require additional support following the progress check for children aged between two and three years. They plan effectively for children's next steps in learning. Parents contribute to assessments and staff identify areas for parents to help children's development at home, such as learning to use the potty. Staff capture children's interest to promote their learning. For example, they use visual aids to help tell a story. They ask children questions that help challenge their thinking. Staff model language and pronounce words clearly to help children acquire new vocabulary. Staff encourage children to investigate how things work. For example, they explain to children how to operate a digger and fill and empty the bucket.

### Personal development, behaviour and welfare are good

Staff build close relationships with children and their families. During children's first term, staff focus on children's emotional well-being. They reassure children and help them to develop friendships. For example, children initiate a game of hide and seek outdoors. Staff encourage other children to join in and the game quickly escalates. Children giggle together quietly as they hide, and they clap excitedly when other children find them. Staff support children to count to 10, prompting occasionally, and help them to explore ideas, such as where to hide. Staff teach children to respect each other, share and take turns.

### Outcomes for children are good

Children develop a good range of skills for future learning. They learn to listen and follow instructions, such as laying the table for snack. Children use a range of tools that helps to develop their coordination, such as using cutlery safely and pouring water into a cup without spilling it. They are very independent. Children can hang up their coats, pull on painting aprons and wash and dry their hands. Children enjoy experimenting with colour. They roll marbles in paint and watch the colours change as they mix. Children learn to concentrate and persevere as they work out how to pick up dried lentils with a digger to fill and empty a bucket.

## Setting details

<b>Unique reference number</b>	105686
<b>Local authority</b>	Kensington and Chelsea
<b>Inspection number</b>	10060642
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	24
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	Dalgarno Pre-School Committee
<b>Registered person unique reference number</b>	RP523560
<b>Date of previous inspection</b>	12 November 2015
<b>Telephone number</b>	02089 691 463

Dalgarno Pre-School registered in 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. There is an option for children to attend a breakfast session from 8.15am to 8.45am and lunch from 11.45am to 12.15pm. The provider receives funding to provide free early education for children aged two and three years old. The manager hold early years professional status and all other staff hold an early years qualification at level 3.

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