

# Inspection of Dalgarno Pre-School

1 Webb Close, London W10 5QB

---

Inspection date:

7 February 2024

---

## **Overall effectiveness**

## **Requires improvement**

---

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children arrive happily at the pre-school and are warmly welcomed by caring and friendly staff. Children are familiar with routines and know where to put their coats. They independently access resources in the environment. They feel safe and secure at the pre-school and say that they like playing with their friends.

Leaders design a broad curriculum based on children's interests and what they need to learn next. However, they do not monitor precisely how well staff teach children different skills. Consequently, the quality of education is variable and much of the learning is incidental. Furthermore, at times, interactions lack focus and do not target children's learning well enough. This means all children do not progress as well as possible.

Children are eager and enthusiastic to join in activities. For example, some children enjoy learning about the habitat of the wiggly worm they found in the garden. However, some activities are not planned well enough to maintain children's interest. For example, staff place computer keyboards on the table for children to explore but do not engage with children well enough to support their learning. This results in children quickly flitting from one activity to another and minor disputes and incidents occur. Staff do not share clear expectations of behaviour with children. At times, this leads to children displaying unwanted behaviour, such as pushing or snatching.

## **What does the early years setting do well and what does it need to do better?**

- Leaders ensure staff receive mandatory training to help them in their roles. However, the monitoring from leaders has not been effective in ensuring this support is targeted to raise the quality of practice to a consistently good level. This results in some staff not supporting children's engagement well enough during activities. At times, children receive limited interactions. This means that children's learning is not extended to allow them to make the best possible progress.
- Staff know their key children well and talk positively about their unique qualities and learning journeys. However, staff do not always deploy themselves well throughout the day to meet all children's learning needs. Some staff remain in areas of the pre-school allocated to them and do not effectively monitor what their key children do and learn when they are not around them. As a result, some children do not always engage in meaningful learning and play.
- Staff do not always help children to understand and follow clear boundaries and expectations of the pre-school. For example, staff speak about the safe use of equipment. However, they allow children to ride scooters at speed and bump into the gate rather than teaching them how to stop safely. Staff do not

consistently help children to understand unwanted behaviours and the effect these have on others.

- Leaders and staff work closely with outside agencies to meet the needs of children with special educational needs and/or disabilities. They organise small-group activities to support their communication and language skills. During these activities, staff help children to gain confidence and social skills. However, large-group activities are not always planned well enough to meet all children's individual learning needs. This leads to some children lacking in engagement, and their learning is not always maximised. This includes children who are learning to speak English as an additional language.
- Staff provide children with plenty of opportunities to develop their large-muscle skills. For example, children enjoy throwing and catching balls and climbing on the outdoor climbing frame. Children join in with drawing and sticking activities and practise using one-handed tools, such as pencils, to enhance their mark-making skills. They further strengthen their small muscles while exploring with play dough and sand.
- Children learn about the benefits of eating a healthy diet and physical activity. Staff follow the pre-school procedure in relation to hygiene. For example, all children wash their hands before and after meals. However, on occasion, staff are not consistent in helping children to clean their own noses. This results in some children having a runny nose or wiping their nose on their sleeve.
- Parents' comments are positive. Parents appreciate the care and attention their children receive. They feel informed about their children's learning and comment on their progress in their communication skills. Parents praise staff for being caring and welcoming.
- Overall, staff appropriately support children who receive early years pupil premium. Additional funding has been used to purchase additional resources for sensory and language and communication activities.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
--	-----------------

ensure support for staff is targeted to improve the implementation of the curriculum and to raise the quality of teaching and interactions to a higher level	07/03/2024
ensure key-person arrangements, particularly staff deployment, meet the needs of all children throughout the day	07/03/2024
improve behaviour management strategies so that staff have a consistent approach and help children to learn right from wrong, and play safely together.	07/03/2024

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

- review the organisation of large-group activities to ensure that all children are consistently well engaged
- help children to gain a better understanding of practices that support their good health.

## Setting details

<b>Unique reference number</b>	105686
<b>Local authority</b>	Kensington and Chelsea
<b>Inspection number</b>	10323349
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Dalgarno Pre-School Committee
<b>Registered person unique reference number</b>	RP523560
<b>Telephone number</b>	02089 691 463
<b>Date of previous inspection</b>	4 October 2018

## Information about this early years setting

Dalgarno Pre-School registered in 2002. It is situated in North Kensington, in the London Borough of Kensington and Chelsea. The pre-school 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 early education for children aged two, three and four years old. There are five members of staff, including the manager. Of these, four hold childcare qualifications ranging from level 2 to 3.

## Information about this inspection

**Inspector**  
Agnes Wink

## Inspection activities

- This was the first inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following the information we received about the provider.
- The manager and inspector completed a learning walk together to discuss the curriculum and what they want children to learn.
- The manager and inspector completed a joint observation.
- The inspector spoke to parents and staff and took account of their views.
- The inspector observed staff interactions with children.
- The inspector looked at relevant documentation.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024