

DASH Play Scheme

Borough Road Nursery School, Borough Road, DARLINGTON, County Durham, DL1 1SG



Inspection date 8 August 2017
Previous inspection date 9 April 2013

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		Not applicable	

Summary of key findings for parents

This provision is good

- The manager implements good arrangements for recruitment, induction and vetting. This ensures new staff members are clear about their daily responsibilities and are familiar with the expectations.
- Staff work together as a team to plan a varied selection of interesting and challenging experiences. They use details from their observations of children's play to successfully extend activities. All children progress well and gain a wide range of skills to support their learning at school.
- Children develop a good understanding of mathematical concepts. For example, they talk about size and explore capacity and quantity as they fill and empty containers during sand play.
- Staff involve children in regular trips and outings in the local area, such as visits to the farm and beach. This enables them to try new opportunities and supports them to socialise and mix with others.

It is not yet outstanding because:

- The programme for the professional development of all staff is not focused precisely on strengthening the good quality of interactions even further.
- The manager has not fully established effective systems to enable staff to reflect on their daily practice and to share their ideas and suggestions.

What the setting needs to do to improve further

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

- extend the programme of professional development so that it is highly focused on raising the quality of staff interactions to an even higher level
- enhance performance management systems so staff have more opportunities to be reflective and to share best practice.

Inspection activities

- The inspector viewed all areas of the setting accessed by children and observed play opportunities.
- The inspector carried out a joint observation with the manager and spoke to staff members in the setting.
- The inspector carried out an interview with the manager and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector took account of the views of children, parents and carers spoken with on the day of inspection.

Inspector

Rachel Enright

Inspection findings

Effectiveness of the leadership and management is good

The manager fully understands the benefits of self-evaluation and involves others in this process. For instance, parents and children are actively encouraged to give their views and opinions through the use of evaluation forms. The arrangements for safeguarding are effective. Staff and volunteers are knowledgeable about what procedures to follow if they have any child protection concerns. In addition, the manager has a good understanding of his role as lead practitioner to safeguard children's welfare. The premises are safe and secure for children. Staff carry out daily safety checks to quickly identify and minimise any potential hazards. Partnerships with parents are positive. Staff communicate well with them and provide feedback about their children's activities and daily routines. On entry to the setting, staff ensure parents share relevant details about their children's likes, dislikes and skills. This enables staff to be fully aware of children's individual needs and interests from the outset.

Quality of teaching, learning and assessment is good

Children are confident and self-assured to lead their own play. Staff offer them appropriate levels of support and guidance when required. Children are engaged and concentrate well. They have access to a good selection of sensory and messy play activities to enable them to explore, investigate and be imaginative. Staff get down to children's level and effectively model and demonstrate during their play. They foster children's communication and language development very well. Staff use descriptive language, introduce new vocabulary and ask purposeful questions to encourage children to think for themselves. Children comfortably link their play to real-life experiences and develop their problem solving skills as they participate in construction activities.

Personal development, behaviour and welfare are good

Staff effectively foster children's emotional well-being. They are caring and reassuring to children who are fairly new to the setting. This helps children to develop strong bonds and secure attachments and to settle quickly in their surroundings. Staff have a secure understanding of how to manage children's behaviour. They use a fair and firm approach to help children to understand acceptable and appropriate boundaries. Children respond well to consistent praise and reinforcement from staff and are polite and well mannered. Staff encourage children to develop their independence and self-care skills. They support them to complete small tasks for themselves, for example, older children help to cut up fruit for snack time. Children have numerous opportunities for physical play. They learn how to take suitable risks in the outdoor area. This contributes well to healthy lifestyles.

Setting details

Unique reference number	EY440668
Local authority	Darlington
Inspection number	1065827
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 7
Total number of places	30
Number of children on roll	32
Name of registered person	Darlington Association on Disability
Registered person unique reference number	RP519369
Date of previous inspection	9 April 2013
Telephone number	01325 489 999

DASH Play Scheme registered in 2011. DASH is an inclusive holiday play provision including children who have special educational needs and/or disabilities. The setting employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 4 or above. The setting opens from 10am until 4pm, during school holidays.

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