



## Daisy Chain Pre School

Inspection report for early years provision

<b>Unique Reference Number</b>	EY235277
<b>Inspection date</b>	20 July 2006
<b>Inspector</b>	Jill Lee
<b>Setting Address</b>	Thurlstone Primary School, Royd Moor Road, Sheffield, South Yorkshire, S36 9RD
<b>Telephone number</b>	07905 296974
<b>E-mail</b>	
<b>Registered person</b>	Daisy Chains Pre School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Daisy Chain Pre-School was registered in 2002. It operates in Thurlstone Primary School, near Penistone.

Children have use of one classroom and are able to access a secure, enclosed outdoor play area, which is part paved and part grassed. The pre-school is open each weekday during term time from 09.15 to 11.45.

A maximum of 17 children may attend the pre-school at any one time. There are currently 23 children on roll, of whom 12 children receive funding for nursery education. The pre-school supports children with learning difficulties or disabilities.

The pre-school is managed by a management committee of interested parents. Three staff are employed to work directly with the children, one of whom has an appropriate early years qualification; the other two staff are working towards this. One of the committee members is able to provide staff supply cover in emergency. The pre-school receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children enjoy daily physical activity outdoors, which contributes to their overall good health. They use the outdoor area with much enjoyment in all weathers. They develop coordination and control of their bodies as they clamber up the steps of the climbing frame, balance carefully on the top and whiz down the slide. They fly their paper aeroplanes from the top of the climbing frame and leap down confidently to retrieve them, landing skilfully on the grass. They made their own obstacle course with the soft play shapes. They ride bikes and enjoy games of hopscotch in the playground. They run around, laughing with delight, as they race up and down the slopes and play chasing games around the trees. Children participate enthusiastically in sports day races; they are all given certificates and medals. Staff talk with children to raise their awareness of the value of exercise and support them effectively to develop and extend their physical skills.

The nursery environment is warm and well maintained. Children are protected from illness and infection as staff follow effective hygiene routines. They are helped to understand the importance of good hygiene practice and are developing independence in attending to their personal care. They discuss the importance of washing hands before they have snack, especially if 'you touch your food' and inform staff that they have put their sun cream on because it is hot. Arrangements for first aid and administering medication are clearly considered and agreed with parents, although parental consent for seeking of emergency medical advice or treatment is not consistently obtained in writing.

Staff are well informed about children's individual dietary needs. They plan a varied snack menu and encourage children to try new foods. Children are offered fruit at snack time and talk with staff about healthy choices; they consider why 'sugar is bad for your teeth' and how milk 'makes your bones grow strong'. Children all sit together for snack time, which encourages relaxed conversation. Children can access drinks independently and are reminded by staff of the importance of drinking lots of water in hot weather.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in secure, welcoming premises by staff who clearly understand their role in keeping children safe. Comprehensive health and safety procedures are implemented effectively. Staff carefully check the premises daily and take appropriate steps to minimise risks, so that children are protected from potential hazards.

Children learn to keep themselves safe as staff involve them in daily discussions about safe practice. For example, they know they must hold hands and walk in twos to the outdoor area and that they must be careful when running, so they do not bump into other children. Staff help them think about risks, for example, the need to make sure all obstacles are removed before jumping from the top of the climbing frame. They know what to do when they have fire drills. Planned activities raise their awareness of road safety issues; they learn what the different coloured traffic lights mean and that it is safer to cross with the 'green man'.

Children have access to sufficient, safe space to allow them to enjoy a wide variety of activities. They use a good variety of safe and suitable toys and play materials. Resources are of good quality and are well maintained. Resources are labelled with pictures so that most are readily accessible for children to reach independently. The play environment is organised to allow children to move around freely and safely developing their own play ideas.

Staff give high priority to protecting children and all staff have recently accessed appropriate training to enhance their understanding of child protection issues. Child protection responsibilities and recording requirements are shared well with parents and children are sensitively supported to share their feelings and make their needs known. Staff's clear understanding of their responsibilities within child protection procedures helps to ensure that children are effectively protected and their welfare fully safeguarded.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy and very settled in the pre-school; they have fun and make friends. The environment is well-organised to support children's independent exploration. They use initiative and make choices about their play, freely selecting activities from the well-balanced range available. Children help to plan activities; staff ask for their ideas and these activities are then planned for the next week. They use a pictorial planner to help them make choices about what they want to do and picture labels help them select resources independently.

Caring and supportive relationships give them confidence to explore and enjoy learning. Children concentrate well on activities which interest them, like searching for creatures in the garden and developing 'explorer' games. They learn to share and cooperate, involving others as they develop their imaginary games and use the tools to 'fix broken things, like the builders'.

Children are well supported and encouraged by familiar staff. Staff talk daily with

parents and offer sensitive support to help children settle and enjoy their play. Children readily express and manage their own needs, for example, they keep their 'special things' from home in their drawer, so they can access them at any time. Children are learning to enjoy being with others, reassured by the presence of familiar adults. Staff are beginning to link ideas from the Birth to three matters framework to the planning of activities for younger children but feel this needs further development.

## Nursery Education

The quality of teaching and learning is good, so that children make good progress towards the early learning goals. They are confident to try out new experiences, supported by staff with good knowledge of the Foundation Stage of learning. Children enjoy a wide variety of experiences within the daily environment; they are interested and motivated to learn. Activity planning is well structured and child-led; it successfully promotes opportunities in all areas of learning within the continuous provision. Staff use their knowledge of children's individual interests very successfully to extend their learning. Children can access many resources without assistance and ask staff if others are needed.

Children enjoy coming to the pre-school. They are very confident communicators and happily share their own ideas and experiences. They enjoy reading books and love stories; they listen attentively and contribute enthusiastically as they hear about the 'bear hunt'. Older children recognise and practise writing their name; they begin to link sounds and letters. Children have made their own named place mats, which they use daily. They count and use numbers in everyday activities and participate actively in number rhymes. They confidently count to sixteen at register time and older children draw out ten numbered parking bays outdoors for their road safety activities. They use comparative size and positional language with comprehension; they debate how high they can reach up the tree to do bark rubbings and decide that the hammer is too big to fit in the vice unless they loosen it first.

Children become interested in the world around them. They learn about the seasons and the weather. They search for creatures in the garden. They are curious about the magnifying glasses and use them to see if they can count the spider's legs in the web in the tree and to look at the shape of the moon in the morning sky. They make their own models and build ramps for their cars, estimating how fast they travel. They have free opportunity for spontaneous expression of their own creativity, as they develop extended imaginary games outdoors and test how far their paper aeroplanes will fly.

Staff routinely observe children in well planned and varied ways in their play experiences, identifying what they know and can do. These observations are shared well by staff and clearly inform overall planning for next steps in their learning. However, staff do not sufficiently use them to identify how play opportunities within the continuous provision may be resourced and differentiated, so that more able children are consistently challenged within their everyday play.

## Helping children make a positive contribution

The provision is good.

Staff work very closely with parents to find out what is important to their child. Children know they are valued, as staff listen attentively to what they say and ask questions to find out about what they enjoy doing. They encourage children to share their ideas and interests, so that these can be linked to planned activities. Familiar staff are always on hand to offer support and reassurance, helping children develop confidence and self-esteem.

Children behave very well and actively begin to take responsibility for their own behaviour. They help to tidy away toys when they have finished playing and participate in everyday routines, like setting the table for snack. Children play together very harmoniously; they show consideration for the needs of others as they learn to take turns and older children help out the younger ones. They enjoy being helpful as they open and close the gates and hold the doors for everyone to go through.

Children know staff will help them to negotiate with others when they disagree. Staff consistently remind children about the 'golden' rules and reinforce expected boundaries; gentle reminders warn children that it will soon be time to stop what they are doing. Staff clearly explain the reasons for rules so that children understand why some behaviour is unacceptable. They help children to understand the consequences of their behaviour, for example, if they run too fast without looking where they are going. Children are supported to apologise when they have done something which has upset someone.

Staff stimulate children's interest in people who support the local community. They talk about the role of the road safety officer, the police and the fire service. Children learn about the wider world as staff promote their awareness of the lives and cultures of others. Resources and displays are used well to promote awareness of difference. Staff plan activities in very inclusive ways so that children learn about difference and are helped to respect the varied ways in which people celebrate festivals; for example, they know some children do not celebrate birthdays. Their spiritual, moral, social and cultural development is fostered well.

The pre-school establishes a good partnership with parents and carers. Parents feel well informed about pre-school practices and are very confident in approaching staff about any concerns. They are asked to share what they know about their child so that they work closely with staff to support their child's needs. They develop close and effective links with all the staff and enjoy relaxed and friendly relationships; this promotes children's sense of security.

Parents receive clear information about the Foundation Stage curriculum and are well informed about planned activities. Staff share information daily with parents and confidential meetings can be arranged if needed. Staff have developed a variety of records to monitor and share children's development; lovely photographic records help parents to understand the range of activities enjoyed by their child and how this contributes to their progress. Parents are able to discuss their child's assessment record with staff at any time. Parents feel well informed about and fully involved in their child's learning experiences; half termly activity planning sheets suggest ways

for them to share activities with their child. There are no formal arrangements to share progress and, although parents views are sought, they rarely make their own contribution to the record. Parents receive regular, informative newsletters which keep them fully updated about pre-school issues; comments slips are always available inviting their views. However, the complaints procedure does not reflect current guidance and policy information is not made readily accessible to parents.

## **Organisation**

The organisation is good.

The pre-school environment is well organised to promote children's welfare and safety. Daily routines are clearly planned and flexibly implemented. Staff are deployed very effectively to respond to and support children's varying needs and interests. Priority is given to ensuring opportunity for staff to meet to plan and consider children's individual needs, so that there is clear communication within the staff team.

Children's care and education are supported by good leadership and management. The enthusiastic and committed staff team has well planned access to appropriate training and development opportunities, which enhances their ability to plan varied and interesting experiences for children. There is, as yet, no formal system for staff appraisal and procedures are being established to monitor and evaluate the effectiveness of teaching in helping children to make progress.

Comprehensive policies and procedures are in place to support children's welfare and these are shared effectively with parents. There are systems in place for regular review and updating of policies. Clear induction procedures and close teamwork help to ensure procedures are consistently applied, so that children's welfare is fully safeguarded.

Recruitment procedures are well considered and robust, although some documentation is not readily available for inspection. Staff are appropriately vetted and have suitable skills and experience to work with children. All required documentation which contributes to children's health, safety and well-being is in place. Parent's wishes regarding their child's care clearly influence day-to-day practice and, in the main, clear written agreements are recorded.

Overall, the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the pre-school was asked to review deputising procedures; to develop systems for regular updating of policies and procedures; to ensure parents know how to raise any concerns; and to develop more effective ways to manage children's behaviour.

With regard to nursery education the pre-school was asked to ensure planning

enables children with special needs to be fully included; that parents are kept up to date with their child's progress; to provide more opportunities for children to develop their individual creativity and to improve support and appraisal of staff to enhance their professional development.

Staffing arrangements now clearly meet the requirements of the National Standards and appropriate deputising arrangements are in place. Policies and procedures are reviewed and updated annually and good communication between staff ensures procedures are implemented consistently. Parents are fully confident to raise any concerns with staff, although the complaints procedure does not reflect current guidance. These changes ensure that children's welfare is more effectively safeguarded. Staff have developed a very positive approach to behaviour management and actively promote opportunities for children to begin to manage their own behaviour. This helps children to participate more actively in their own experiences.

A very clear system is now in place to plan activities, which fully takes account of the needs and interests of individual children; all children are able to be fully included in all activities and to make independent choices about their play. Children are able to access a good variety of resources with which to experiment and develop their own creativity. Staff access to training opportunities is well planned and an appraisal system is being considered, although it is not yet in place. These measures significantly enhance children's learning experiences.

### **Complaints since the last inspection**

There are no complaints to report.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should



take account of the following recommendation(s):

- consistently obtain written parental permission to seek emergency medical advice or treatment
- update the complaints procedure to reflect current guidance and make policies and procedures more accessible to parents
- ensure all documentation required to demonstrate meeting of the National Standards is readily available for inspection.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- review planning and use of observations of children to ensure there is sufficient, appropriate challenge within all areas of learning within the continuous provision, specifically for more able children
- further develop systems to monitor the quality of teaching in helping children to make progress.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)