



## Daisy Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	106104
<b>Inspection date</b>	08 December 2006
<b>Inspector</b>	Juliet Eileen Hartridge
<b>Setting Address</b>	Pathfields, Totnes, Devon, TQ9 5TZ
<b>Telephone number</b>	01803 864737
<b>E-mail</b>	daisyplaycentre@ukonline.co.uk
<b>Registered person</b>	Daisy Playcentre
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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 Pre-School was registered in 1994 and re-located to its current site in the grounds of St John's Church of England Primary School in the Bridgetown area of Totnes in 1999. The pre-school serves the town and surrounding area. It operates from purpose built premises and has use of two rooms, toilets, kitchen area and a fully enclosed outdoor area. There is also a family centre on site. The pre-school is managed by a group of trustees and is part of a Children's Centre which occupies two separate sites.

The pre-school is registered to provide 33 places for children aged between two and five years. There are currently 29 children on roll, all of whom are funded three- and four-year-olds. Children with learning difficulties or disabilities are welcomed and supported.

The pre-school school opens Monday, Wednesday, Thursday from 09.15 to 15.15 and on Friday until 14:30 and Tuesdays from 09.15 until 12.45 during term times only.

There are five staff members who are employed who have appropriate qualifications. The pre-school receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is outstanding.

Children are very well cared for in a clean and hygienic environment, where they have excellent opportunities to learn about the importance of appropriate routines and take responsibility for their personal hygiene. Topics and activities are skilfully used to promote their awareness, when they talk about their bedtime routine and the importance of washing and brushing teeth before they go to bed. Children are aware of the importance of washing their hands before snack time, and the risks of cross infection are reduced when they dry their hands on the dryer in the bathroom, or with paper towels at the sink after they have been painting. Documentation including carefully recorded accident forms and medication records and clear written information for parents also effectively support their good health.

Children have excellent opportunities to learn about healthy lifestyles when they exercise their bodies and use up their energy and breathe fresh air. The well organised outdoor play area is used regularly throughout each day. Even in the winter children wrap up and play outside between the showers, running excitedly to catch bubbles and watch them fly away in the wind, racing each other or playing games. In the summer the learning environment is set up outside, where there are some shaded areas where they can play safely whilst protected from the sun. Physical play is very carefully planned; in very wet weather another room is available where physical challenges such as climbing, balancing and soft play is available and children enjoy weekly dance or aerobics sessions. Children have a wide range of opportunities to develop their fine muscle control when they use paintbrushes and printing sponges, manipulate small world play characters and construction activities or pour their own drinks.

Children's understanding of healthy eating is greatly enhanced, and staff have an innovative and stimulating approach to promoting their awareness. Children are learning about the origins of food in an interesting and meaningful way. The recent vegetable soup topic took children through a fascinating journey, from sowing and planting seeds, gathering the crops to preparing the end product themselves. Snack time is a flexible routine, when children can decide when they are hungry and can choose from a variety of attractively presented fruit, and pour their choice of water or milk, in their 'snack bar'. Children bring packed lunches which are safely stored, to minimise the risk of food poisoning. Children are encouraged to try different foods when they have a healthy lunch day; staff buy the ingredients which the children then select to prepare their choice of a healthy snack lunch. Children are very well protected as staff vigilantly record and check children's individual dietary requirements before serving food.

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

The provision is good.

Children are cared for safely in a well organised and welcoming environment, where they can play safely whilst being appropriately supervised. The play areas are bright, inviting and well maintained with interesting displays of children's work. The toys and resources are clean and in very good condition and stored in labelled units and boxes where children can safely and easily access them. Children are encouraged to take responsibility for their own safety and clearly understand the safety measures in place. Children readily explain why they do not cross the coned off outdoor area as wet leaves have made the floor slippery.

Staff effectively use a risk assessment process to ensure the premises are safe for children. Checklists are used and issues which require attention are quickly identified for the maintenance person to deal with. Children are secure as the front door has a safety alarm and the outdoor areas are safely fenced and gated. Detailed risk assessments and safety procedures are also used for outings and this ensures that children are also safe when they are away from the premises on walks and outings.

Children are well protected from abuse as staff have a good understanding of their roles and responsibilities to protect the children in their care. Management have a secure understanding of the safeguarding children procedures, and written information is readily available to inform parents and new staff of child protection issues.

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

The provision is good.

Children are happy and secure with the familiar routines and quickly settle at the start of the pre-school session. They enthusiastically enjoy the well planned variety of play opportunities. Children are very well cared for by extremely warm, caring and friendly staff, who sensitively support children with the transition from home to pre-school. Every opportunity is taken to listen or talk with the children about what they are doing in order to encourage their developing language and social skills. Children are confident communicators and are happy to talk to the group about what happened when they took Daisy the toy dog home, or to contribute their ideas about the nativity story at circle time. They are forming good relationships with their peers when they spontaneously talk together about the names of their families and pets or chat about what they have been doing at home.

Nursery education.

The quality of teaching and learning is good and children are keen learners, who are making good progress towards the early learning goals. Staff have a clear understanding of the Foundation Stage and how children learn through play and practical, meaningful experiences. Written long and short term plans clearly indicate the learning intentions of the planned activities and ensure that children can benefit from participating in all areas of learning throughout the week. Staff are observant and use their excellent knowledge of the children's interests to spontaneously extend and develop children's play, for example supporting a child absorbed in creating a train out of a shape puzzle.

Children confidently recognise their names when they register themselves at the start of the session, or choose their name at snack time. Children's enjoyment of books and stories is fostered when they listen attentively at story time, or choose their library books to take home. They are using their developing pencil skills when they make lists of the food needed for their picnic. Staff ensure that children have excellent opportunities to learn about number and size in a practical way, for example comparing the growth of their bean seed against a stack of cubes, counting the number of children present or playing 'Gruffalo's footsteps' outside. They enthusiastically count and clap a familiar rhythm at circle time, and recognise the date on the calendar. Mathematical language is regularly used by staff and children and is an integral part of the pre-school day. This consequently further promotes the children's understanding.

Children use their imaginations when they set up a picnic in the role play area, or pretend to be a scarecrow. They love to dress up and 'go shopping' with their friends and their creativity is promoted when they make mince pies out of play dough. Children have interesting opportunities to learn about and experience the outdoor world. They grow plants in the tubs outside and observe the seagulls flying near their bubbles or visit the nature area in the school grounds.

### **Helping children make a positive contribution**

The provision is good.

The individual needs of the children are very well met. Staff are aware of their interests and enthusiasms and this ensures that children are involved and included. Children have a sense of belonging to their community and this is promoted when they visit the adjacent primary school or enjoy outings in the local environment with children and families from the other settings within the children's centre. Children who have learning difficulties or disabilities are extremely well included and valued. Any specific needs are quickly identified by staff who involve parents and carers as well as professionals to ensure children receive appropriate support. Staff communicate with children well, using signing or simple games to support their confidence and language development.

Children's spiritual, moral, social and cultural development is fostered. They have excellent opportunities to learn about the wider community when they enjoy topics on festivals such as Diwali or Chinese New Year, or enjoy tasting a variety of ethnic foods. The interesting range of books, electronic globe and variety of dressing up clothes also promote their awareness of diversity. They learn about caring for other people when they participate in charity fund raising events and learn about the meaning of Christmas when they hear the nativity story or sing Christmas songs and carols.

Children are well behaved and very helpful. They are very well aware of the expectations within the group and have helped to devise their own 'golden rules' which are displayed in the quiet room. These are gently re-enforced by staff throughout the session or when children speak confidently to the group at circle time about 'sharing is caring'. Staff are positive and encouraging and ensure that children's achievements are celebrated, their self esteem is consequently extremely well supported. For example they are rewarded for special achievements when they are given the opportunity to take home Daisy the toy dog, or feed their pet goldfish. Digital photographs are regularly taken throughout the session and children enjoy looking at

themselves 'doing something special' or proudly show their photos and work in their 'special book'. Children enthusiastically help to tidy away their toys, carefully wiping the tables or chalk boards and reminding each other about the importance of taking care of their toys or happily taking turns to share the computer.

The partnership with parents and carers is good, and staff are well aware of the importance of working closely with them for the benefit of the children. Very comprehensive brochures and welcome packs are given to parents and carers which clearly outline the routine and procedures used in the setting, and there is a most informative notice board for parents to look at. This ensures they are well informed about what is available for their children. There is a clear compliments and complaints system in place and management vigilantly deal with any concerns expressed by parents. However, the information about Ofsted is not clearly visible for parents to read. Friendly newsletters inform them about the forthcoming curriculum and news and events planned for the following half term. Staff are supportive and understanding regarding the needs of new children and their parents and carers, facilitating a gradual settling in process according to the needs of the child. Parents and carers have excellent opportunities to experience a pre-school session when they stay and help, which further promotes the children's sense of belonging.

## **Organisation**

The organisation is good.

The good organisation of the pre-school environment effectively promotes the safety and learning of children. The playleader skilfully 'sets the scene' for the morning which helpfully informs children about the play activities available and encourages them to make their own choices regarding their play. Excellent use is made of the two rooms which enables children to quietly enjoy group story or circle time whilst other staff prepare for lunch time in the other room. Good team work ensures that staff work closely together to ensure children are well cared for and their needs are met at all times. The main play room is spacious and well set out and this enables children to independently and freely access toys and resources.

The effective staff recruitment process ensures that children are cared for by suitably qualified and vetted staff. The detailed induction and development programmes ensure that staff training needs are clearly identified and met and students are appropriately supervised and supported and receive the necessary information about how the pre-school is organised.

The leadership and management of the pre-school is good, and the manager has a strong commitment to regularly monitoring, evaluating and improving the provision for the benefit of the children within the setting. Staff meetings are an important opportunity to share information about the areas of children's learning and any new developments, or plan for the week ahead. The written plans clearly indicate the learning intentions of the planned activities, however, they do not include information on how staff intend to provide more challenges for the more able children in the group.

The new key worker system works well and has been well received by parents and carers. It ensures that staff gain knowledge about the individual stages of development of the children, through the use of regular recorded observations. These child development records are now

starting to be used to inform the short term planning. The children's 'special books' are an informative record of the children's achievements and progress in the six areas of learning, and parents are encouraged to talk with staff informally about their children's progress and share the recorded information, as well as the 'special books'. However, not all parents could remember having seen the records of their children's progress.

All documentation is appropriately maintained and is well organised and confidentially stored and includes detailed records of information and registers of attendance. This further supports the safety and welfare of children.

The setting meets the needs of the children for whom it provides.

### **Improvements since the last inspection**

At the previous child care inspection the setting was asked to improve the complaints policy to enable parents to clearly understand the process. The complaints policy now clearly informs parents, who are invited to express their concerns as well as compliments. The complaints log is clearly maintained and accessible for all parents to read. This has improved communication with parents.

At the previous nursery education inspection the setting was asked to provide challenges for more able children to help them use and extend their skills. Whilst good progress has been made this remains a recommendation following this inspection.

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

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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):

- ensure that contact information for Ofsted is visible for parents to read

### **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):

- further develop the assessment system to ensure that it informs the planning and clearly indicates how more able children will receive sufficient challenges.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)