



## Daisy Hill Pre School

Inspection report for early years provision

<b>Unique Reference Number</b>	315975
<b>Inspection date</b>	15 March 2007
<b>Inspector</b>	Anne Drinkwater
<b>Setting Address</b>	Westhoughton U.R. Church Hall, Leigh Road, Westhoughton, Bolton, BL5 2JE
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<b>E-mail</b>	
<b>Registered person</b>	Daisy Hill Pre-School Playgroup
<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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Daisy Hill Pre-school registered in 1974 and is located in a church hall in the Westhoughton area of Bolton. The pre-school is open each weekday from 09.15 to 12.00 term-time only. Children have access to a secure, outdoor play area.

There are currently 27 children aged from two to five years on roll. Of these, 19 children receive funding for nursery education. The pre-school employs five staff. Three staff, including the manager, hold appropriate early years qualifications.

The pre-school receives support from a teacher from the Early Years Development and Childcare Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Consistent routines and good practice help children learn about the importance of good health and hygiene. Children take responsibility for their own personal care as they wash their hands at appropriate times. For example, they wash their hands before snack time and know the reasons why. Hand washing facilities are situated next to the baking and craft tables, which promotes children's independence as they routinely wash their hands before baking and after messy play. Staff implement good hygiene procedures because they routinely clean toys and tables, which reduces the risk of cross-contamination. There are good procedures in place for recording accidents and all members of staff are qualified to administer first aid. This promotes children's safety and well-being in the event of an accident.

Children enjoy eating their snacks, which is a relaxed occasion where children develop their social skills through conversation with their peers and adults. Children's special dietary needs are met because staff are aware to offer alternatives to children present with dietary needs or in accordance with parents wishes. However, the juice and biscuits provided do not promote healthy eating regimes.

Children enjoy a wide range of activities, which contributes to their good health. They benefit from fresh air and exercise daily in the enclosed yard. They show respect for each others space as they partake in group games and songs, which they thoroughly enjoy. Children relax in the quiet area provided and they become aware of their individual needs as they help themselves to their fresh drinking water, which is accessible at all times.

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

The provision is good.

Children and their parents have a good sense of belonging as they are warmly greeted by members of staff. Children are cared for in a large hall, which is child focused with an abundance of quality toys and resources, which are accessible to all children. The setting is pleasantly presented with colourful posters and displays. These are complemented by children's art work, which is informative to parents. Children benefit from the well organised amount of space available. As a result, they move around with confidence in the room, which is organised to provide different areas for play and learning, including quiet activities.

Regular risk assessments are routinely carried out, which minimises the risk of accidental injury. Appropriate safety measures are in place. For example, external doors are locked, which ensures children do not leave unsupervised, and staff are appropriately deployed at all times. This promotes children's safety and well-being. Children are also developing a good awareness of safety, for example, they take care of their environment as they sweep up the sand and they regularly practise the fire evacuation procedures. This helps them develop an understanding of how to protect them selves in the event of a fire.

Children are safeguarded well because clear guidelines and procedures are in place. Staff have a good knowledge of child protection issues through training and development. They are aware of possible signs and symptoms displayed by children suffering abuse. Staff are aware of their duty to safeguard children and take responsibility for liaising with child protection agencies. All required procedures are in place, which ensure children's welfare is promoted.

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

The provision is good.

Children are happy and content in the care of the supportive staff team. They enjoy close and warm relationships with staff, affectionately known as their aunts, who know them well, which increases their sense of well-being and security. Children are relaxed and confident as they enter the session and enjoy chatting excitedly with their friends and adults. They show great interest in their chosen theme 'all about me'. For example, children develop their artistic streak as they decorate their shoe boxes, put in their personal treasures and memento's, chat and proudly display them for all to see. The staff are very caring in their approach and spend time playing with the children and interacting with them. This means children have good self-esteem and enjoy their time at the playgroup.

Children engage in a broad range of stimulating activities, which enhances their development. For example, children make daffodils for their Mothers' Day cards and look forward to making their own peppermint creams for gifts. They excitedly chat about the difference to the egg whites when they are whisked, which provide sensory stimulation and interest. Children develop their creativity as they make interesting models with play-dough and as they engage in meaningful role play, taking order's and serving up pizza for the inspector. They develop their language and social skills as they play cooperatively with their peers. They are forming a good repertoire of songs as they chant their favourite song after outdoor play.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Staff have a good understanding of the Foundation Stage curriculum and use this to plan a balanced range of activities across the six areas of learning. As a result, children make some good progress towards the early learning goals. Staff have effective planning and observation systems in place, which are used to inform planning for their key groups, however, assessments are not used for future planning to develop individual children. Although the planning is in it's infancy, it is used well to incorporate elements of the 'Birth to three matters' framework, which tracks children's progress through to the stepping stones.

Children have a good level of independence in selecting and carrying out activities. They are confident speakers with a wide vocabulary and learn successfully that print carries meaning; they recognise their own name badges and use a good range of words to express their thoughts and ideas. Children have appropriate opportunities to become aware of the world around them as they observe changes in the weather and plant their own flowers in the play area. Children make good progress in their mathematical development. They show interest in counting as they sing number rhymes and count the plates as they set the table for snack time. Children have various resources and play environments to promote their physical development. Their

fine motor skills are developing well as they frequently use pencils, scissors, paint brushes and malleable materials with increasing control. Children have a good level of independence in selecting and carrying out activities. For example, they develop independence in their self-help skills as they fasten their own aprons and sweep up the sand.

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

The provision is good.

All children have a good sense of belonging as they are warmly welcomed into the setting. Their individual needs are mostly met because staff use detailed registration forms to find out children's needs. Children settle extremely well because staff have a nurturing approach with them and they actively encourage comforters to be brought from home. However, staff's knowledge and understanding of multicultural play, cultures and beliefs, and lack of resources mean children do not have sufficient opportunities to celebrate the cultures and beliefs of others.

Children behave well in the playgroup because they are given meaningful praise and encouragement. For example, children are praised for recognising their own names which increases their self-confidence. Children share toys and resources with each other and respond well to consistent techniques as staff successfully implement the behaviour management policy. Consequently, children are beginning to understand responsible behaviour and play cooperatively together. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is satisfactory. Parents speak highly of the provision. They are pleased that their children are happy to attend and they value the warm and friendly staff that form good relationships with the children.

Staff and parents work together to meet the children's needs. Parents are confident in approaching staff and are kept informed about their children's progress and achievements through photographic, written and verbal feedback, which ensures continuity of care for children. However, parents are not informed about the Foundation Stage curriculum and that this is to be successfully met. Parents have free access to their child's development file. This keeps parents informed of their child's progress and development.

### **Organisation**

The organisation is good.

Children are cared for in a setting that is well organised to offer a variety of stimulating activities to promote children's play and learning. There are clearly defined areas for different activities, which staff spend time preparing to ensure they are set out in an appealing manner for children. As a result, children are able to initiate their own play and learning in well resourced and stimulating areas. Children are cared for within the required staff to child ratios, which supports their care and enables staff to consistently interact with them. Consequently, children feel happy, safe and secure.

Leadership and management is satisfactory. The manager works alongside the dedicated staff team, providing them with effective support on a day to day basis. They all attend regular

training, both in house with a support teacher and externally, to develop their childcare knowledge and skills, which promotes positive outcomes for children. For example, staff have used their knowledge from recent training to enhance their planning and observations of children. The manager has satisfactory systems in place to monitor and review the delivery of the Foundation Stage curriculum, which ensure children make good progress.

Detailed documentation is in place, which is in line with the requirements of the National Standards. This supports children's health, safety and well-being. A detailed range of policies and procedures is understood by the staff and are consistently applied to ensure the playgroup operates smoothly and efficiently. Overall, the provision meets the needs of the range of children for whom it provides.

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

At the last inspection four recommendations were made. Staff were to: ensure the storage of equipment for physical play does not present a hazard to children; review the child protection policy to include the action to be taken if there is an allegation made against a member of staff; review the grouping of children at carpet time in order for children's developmental needs to be fully met; review the plans for continuous play to ensure activities provide variety for children that attend for more than one session.

All the recommendations have been successfully met. Physical play equipment is now stored safely. The child protection policy has been updated, all children are engaged at carpet time and play planning is varied to engage children attending for more than one session.

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

Since the last inspection 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 complaint 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 satisfactory.

### **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 children's snacks and drinks are healthy.

### **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 to include individual children's learning intentions and progression towards the early learning goals
- develop staff knowledge and understanding of anti discriminatory play, cultures and beliefs and ensure children have opportunities to explore resources and gain knowledge of other cultures and beliefs
- ensure parents have knowledge and understanding of the Foundation Stage curriculum and early learning goals and how these are to be met.

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