

Daisy Chain Pre-School

Inspection report for early years provision

Unique Reference Number	145852
Inspection date	11 March 2008
Inspector	Paul Martin Kitchen
Setting Address	Methodist Church Hall, Station Road, Westbury, Wiltshire, BA13 3JL
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Registered person	Sarah Fox
Type of inspection	Integrated
Type of care	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.

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 outstanding.

WHAT SORT OF SETTING IS IT?

Daisy Chain Pre-school opened in 1997. It operates from the Methodist Church Hall, Westbury, Wiltshire. The pre-school is privately run and serves the local area. A maximum of 24 children may attend the pre-school at any one time. The pre-school opens five days a week during school term times. Sessions are from 09.15 to 11.45. Thursday afternoon sessions are from 12.15 to 14.45 for two to three year old children only. All children share access to a secure outdoor play area.

There are currently 52 children from two to under five years on roll. Of these, 42 receive funding for early education. Children attend for a variety of sessions. The setting supports children with a learning difficulties and/or disabilities and children who speak English as an additional language.

The pre-school employs nine members of staff. Of these, six have early years qualifications and one is working towards a qualification. The pre-school receives support from the Local Authority and teacher mentors.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in warm, clean premises, where they learn about the importance of personal hygiene. They are encouraged to wash their hands before eating and after using the toilet. Children benefit from a good sickness policy that informs parents that their children will be excluded if they are sick and infectious. Children's physical development is promoted. They benefit from daily exercise where they dance and sing to familiar songs. Children show respect for the physical boundaries of the setting and are well co-ordinated. They use one handed tools with skill, such as cutting pictures from magazines. Children learn about different wood working tools and practise cutting, hammering and sawing. Children are well looked after if they become ill and are protected through staff's sound knowledge of emergency first aid, medication routines and the procedure to follow in the event of an accident.

Children enjoy a daily healthy snack of fresh and dried fruit which has been hygienically prepared. They choose from water or milk which helps them stay healthy. However, they are expected to eat directly off the table which risks infections. Staff keep accurate records of children's allergies and special diets which protects them from harm. Children sit together during meal times, which are sociable occasions where they chat to friends. Throughout the day they have easy access to fresh drinking water either from their own bottles or jugs and cups.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Staff provide children with a warm and friendly welcome upon arrival, making them feel secure. Colourful wall displays decorate the play room with examples of children's art work. Playrooms are suitable with toys laid out for children to easily access on arrival. Staff manage the space so that children can move around freely.

There is a good range of toys and equipment for children to play and eat together. Equipment and toys are suitable and age-appropriate. Children access toys and equipment with ease as they are stored at their height. A balanced range of materials promote children's learning in all areas, such as the home corner where they role play events at home. A computer helps children learn about mouse control and keyboard skills.

Staff keep a record of visitors, so they are aware of the adults who are on the premises, to ensure children remain safe. An emergency fire evacuation procedure is in place, which children practise so they are able to leave the premises safely and swiftly. All play areas have been risk assessed, ensuring any risks to children have been carefully measured. Staff protect children's welfare by their effective knowledge and understanding about safeguarding procedures. Staff are aware of the indicators of abuse and neglect, and ensure children remain free from harm. Parents are informed that staff have a duty to refer concerns and work in partnership with parents to provide the help and support that may be required.

Helping children achieve well and enjoy what they do

The provision is good.

Staff and children share a warm relationship and are polite and respectful to each other. Children are confident in approaching staff, talking to them about events that are happening at home.

Staff sit at children's level making eye contact with them, showing that they are interested in what children have to say. Children's imagination is encouraged when they make up games, for example with dinosaurs. Staff encourage children to engage in challenging activities, such as woodworking. This helps children's self-esteem and confidence. Children have limited opportunities to play outside which has an adverse affect on their health and development. Children are beginning to be aware of the effect their behaviour has on others and staff help in their understanding of right and wrong by providing clear explanations.

Nursery Education.

The quality of the teaching and learning is outstanding. The manager and staff carry out their responsibilities with great care and attention. They conduct self-assessment programmes and extensive further training to ensure the pre-school maintains an effective skill level to care for and educate the children. Children make excellent progress through the stepping stones, towards the early learning goals. This is due to staff's excellent understanding of the Foundation Stage.

Planning is comprehensive. Written activity plans indicate that children are offered a range of activities across all areas of learning. Detailed planning for focussed activities ensures clear learning intentions are identified for children. Children's achievement is clearly linked to the stepping stones. Observation and assessment are used by staff as a means to identify children's learning and their achievements. Assessment records for each child clearly show children's approach to learning and their achievements, including the next steps in their learning. Staff use open questions to effectively promote children's thinking and resources are very well used. Staff use a good range of teaching methods and have clear understanding of how children learn and progress.

Children display high levels of involvement in activities and persist for extended periods in their chosen play. Children form good relationships with staff and their peers. They attend the toilet independently and have a clear awareness of the boundaries that have been set. Children sit still when asked at circle time. Older children write their name on their art work and younger children attempt to make their own mark with help from staff. Children are proficient with number activities, such as counting their fingers. They describe bigger or smaller when drawing in chalk on the floor. Older children count up to 10 when asked by staff and younger children attempt to count with help. Children show curiosity and interest when exploring their environment. They correctly describe the weather, month and day. They explore materials made from wood and learn about its origins. Children mix paint confidently and older children name primary colours. They enjoy playing musical instruments and dance and sing to their favourite songs.

Helping children make a positive contribution

The provision is good.

Staff value children and ensure they are free from discrimination by ensuring all children join in with all the activities available. Staff listen carefully to what children have to say, helping them feel good about themselves. A good range of resources reflect diversity, such as books and activities. Children learn about their own culture and the culture of others, such as the celebration of Chinese new year.

Staff seek information from parents, during the application stage, to ensure that they are able to provide for children's individual needs and keep records up-to-date. Staff have knowledge of the needs of children in their care as they know the children very well. Therefore, they are

able to recognise changes or concerns, which they share with parents. Staff adapt activities so that all children are able to take part, which may involve children having a sole staff member for a period of time.

Children behave well. They benefit from staff's expert management of their behaviour. Children's desirable behaviour is encouraged by staff praising and reinforcing their conduct. Children are learning to share and negotiate, particularly with a favourite toy. Children are reminded about the pre-school rules, such as not running or shouting.

Parents are provided with a good range of information, which keeps them informed about the provision. This includes newsletters and documentation in the waiting area. A clear, written complaints policy and procedure guides parents through the process of voicing their concerns. Spiritual, moral, social and cultural development is fostered.

Partnership with parents is outstanding. Parents are well informed about their child's progress and achievements. They meet regularly with their child's key worker and receive comprehensive verbal and written reports. Parents are encouraged to be involved in their child's learning, such as reinforcing learning about a particular theme and reading at home. There is an excellent range of information in the waiting area concerning the Foundation Stage which parents view, helping them to understand their child's progress records.

Organisation

The organisation is good.

The staff group are all suitable and hold qualifications in early childhood studies. They all have the relevant experience to provide the consistent care required. Children's welfare is paramount and staff have put into place effective procedures to protect children from adults who are not vetted. Playrooms are organised to maximise resources. All records and documentation are stored securely and confidentially and available for inspection. Appropriate records are shared with parents who are kept informed about their child's progress.

Leadership and management is outstanding. The manager has a clear vision and aims to support children's well-being and education. A self-evaluation was conducted in December 2007 with action plans of change. The pre-school is well organised and staff know their roles and responsibilities. A detailed schedule of staff duties shows who is responsible for activities, such as children's handover to parents at the start and end of a session. Staff work well with advisory teachers and the Local Authority to constantly review the care and learning in respect of the effective transfer to school. All staff work highly effectively as a team. They give each other feedback to constantly review the service. The manager has clear ideas about the strengths and weaknesses of the provision. These are identified by staff and discussed at staff meetings with an action plan. All staff are committed to professional development as they attend a wide range of courses and workshops. The provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the provider was asked to ensure existing injuries are recorded and parents acknowledge any medication administered. Staff record all existing injuries to children as they arrive at pre-school and all medication administered is countersigned by parents. This ensures children continue to be protected. The provider was asked to ensure that staff deployment gives adequate time for children. There are sufficient staff available to give children one to

one tuition if needed. They were asked to provide regular opportunities for parents to discuss their child's progress and achievements. Key workers now see parents at regular intervals to discuss these areas and parents also take home their child's file to read and digest, and prepare any necessary questions.

Complaints since the last inspection

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.

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.

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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 eat off plates at snack time
- ensure children have the opportunity to play outside in any weather conditions.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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