

Drayton Daisy Chain Pre-School

Inspection report for early years provision

Unique reference number 143461
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Inspector Lisa Jane Cupples

Setting address Drayton Methodist Church, Station Road, Drayton,
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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Drayton Daisy Chain Pre-School opened in 1984. It is a registered charity and is run by a committee. It operates from rooms within Drayton Methodist Church on the outskirts of Portsmouth. The building is easily accessible and children have access to an enclosed outdoor play area. The pre-school is open each weekday from 09.15 to 11.45, and a lunch time club is provided, with some afternoon sessions from 12.30 to 15.00 during term time only.

The pre-school is registered on the Early Years Register. A maximum of 31 children may attend the pre-school at any one time. There are currently 60 children aged from two years and six months to under five years on roll and children attend the group for a variety of sessions. The pre-school supports children with learning difficulties and/or disabilities and also supports children who have English as an additional language.

There are six members of staff, all of whom hold appropriate early years qualifications to at least level 3. There are also two qualified bank staff who are available to cover, when necessary. The pre-school provides funded early education for three and four-year-olds.

Overall effectiveness of the early years provision

The overall quality of the provision is outstanding. Children's welfare, learning and development is promoted exceptionally well because the staff team have effective systems in place to identify and cater for their individual needs. All children are making rapid progress towards the early learning goals in all areas. Staff consistently implement comprehensive policies and procedures. As a result, children are recognised as unique individuals and are extremely happy, settled, safe and secure during their time in the pre-school. Staff are successful at assessing and evaluating practice as a whole to identify the strengths and weaknesses, ensuring the pre-school continues to develop and improve for the benefit of the children who attend.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- further developing links with other providers of the Early Years Foundation Stage to ensure effective continuity and progression for all children who attend other settings by sharing relevant information with each other
- continuing to develop the systems for sharing two way information with the parents about their children's progress in the group and their learning at home, to enable them to build on what their children know and become more involved in their learning.

The leadership and management of the early years provision

The setting has made very good progress since the last inspection and has addressed the previous recommendations. For example, effective systems are now in place to fully support children who speak English as an additional language. The well established staff team work closely together to monitor, review and continuously evaluate all aspects of the pre-school. As a result, any weaknesses are promptly identified and action plans are drawn up to address them. For example, the decking area in the garden becomes slippery when it is wet, so children are now closely supervised as they cross it to reach the grassed outside play area. The manager has obtained a non-slip treatment to address this issue, although it can not be applied until the decking is dry. The pre-school is also raising funds to purchase a roof to cover the decking area, to ensure this does not become an ongoing issue. The manager carries out annual appraisals and the committee strongly endorses ongoing training to further improve the knowledge and skills of the staff team. Consequently, all of the staff team hold early years qualifications. Weekly meetings ensure information gained through training opportunities is cascaded to all staff, helping to build a strong and effective team, ensuring the pre-school runs extremely smoothly.

The pre-school is just beginning to build links with local schools and other providers of the Early Years Foundation Stage, to ensure children who attend more than one setting receive a balanced range of activities to complement their experiences outside of the pre-school. However, the systems are not fully developed at this time. Partnership with parents is good and clear, detailed information is shared openly, enabling parents to become actively involved in their children's learning. For example, parents have access to their children's development records at any time. The pre-school also has an open door policy, encouraging parents to spend time with their children, further developing their understanding of how their children's learning is successfully promoted in the pre-school. However, parents are only able to make written contributions to their children's records at set times during the year, preventing them from making ongoing contributions about their children's learning at home at this time. All policies, procedures and documents are in place and are maintained to a very high standard, ensuring the regulations and requirements of registration are being met at all times. Extremely robust and comprehensive recruitment and vetting procedures are implemented effectively to ensure all adults working with the children are suitable to do so. All staff have an exceptionally good understanding of child protection procedures and they all know how to implement them if concerns are identified, helping to safeguard the children who attend.

The quality and standards of the early years provision

All children who attend the pre-school have access to an extensive range of resources, materials and experiences and benefit greatly from the exceptionally well organised learning environment. Staff spend time observing and assessing the children's achievements and collate this information to identify their next steps on a daily basis. The planned learning intentions are added to the following week's

curriculum planning, ensuring every child's individual needs are being met, at a time that is right for them. Alongside the planned curriculum, staff are able to extend and challenge the children on a one-to-one basis because they all know what the individual children are working towards. Children thrive in this environment because they are treated as individuals and the staff are enthusiastic and extremely motivated as they observe the children's continuing progress everyday. Children have many opportunities to initiate their own play and staff are extremely skilled at asking open ended questions, encouraging the children to think about what they are trying to achieve. Children participate in a broad range of experiences both inside and outside, extending the range of experiences and challenges in a variety of ways. Children benefit from the exceptionally high quality interaction with the staff team. Absolutely everything the staff say and do with the children has a purpose and a focused outcome, promoting the children's development and learning excellently. Staff are exceptionally good at incorporating a whole range of learning outcomes into one activity, ensuring the children have fun and enjoy their learning. For example, the 'warm-up' session at the start of the day develops into small group activities where children talk about the world around them, the importance of exercise, count at every opportunity and contribute their own ideas with confidence. Staff value the children's suggestions and participate fully, supporting the children's ideas as they are invited to join in the 'vets' role-play. Children's creative development is progressing extremely well as children are able to investigate and explore the materials they use. For example, children experiment with the paint, using different techniques, and enjoy visits from outside companies, as they decorate cups and plates with their own designs. Children are learning to use more intricate tools, such as brushes, rolling pins, stencils and stamps, practising their skills using a variety of techniques.

Children are secure because staff are extremely vigilant and ensure the premises are safe for their use at all times. Comprehensive written risk assessments are carried out and all visitors are required to sign in and out of the premises. The door to the pre-school is kept locked to ensure no unauthorised person can gain access to the children, ensuring they are protected at all times, and the key is easily accessible in an emergency. Children learn how to evacuate the building quickly and safely as they practise regular fire drills. Children benefit from a healthy and nutritious diet and the pre-school has a comprehensive healthy eating policy, which is shared with parents. Snack and meal times are used as social occasions, developing the children's manners and independence exceptionally well. For example, children are encouraged and supported as they pour their own drinks throughout the day. Children behave exceptionally well because they know what is expected of them. Staff implement the clear rules and boundaries consistently, ensuring children receive positive praise and encouragement as staff recognise their efforts. For example, when the children help each other, or help to tidy away the resources. Children have fun and enjoy their learning as they flourish in this environment because staff ensure the children benefit from a friendly, relaxed and nurturing atmosphere where they are able to try new things without the fear of failure. Children communicate excellently with adults and their peers. Staff assist them whenever possible, using pictorial timelines as the children settle in and learn the daily routines. Children are curious and inquisitive, asking many questions to learn more. Staff respond exceptionally well, ensuring they answer the children's queries in a way they fully understand. Children competently use the computer,

choosing programmes and controlling the mouse with ease. They learn about the wider world using an extensive range of resources on a day-to-day basis and through planned topics and themes about other cultures and festivals.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

| | |
|---|---|
| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | 1 |
| How well does the provision promote inclusive practice? | 1 |
| The capacity of the provision to maintain continuous improvement. | 1 |

Leadership and management

| | |
|---|---|
| How effectively is provision in the Early Years Foundation Stage led and managed? | 1 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 1 |
| How well does the setting work in partnership with parents and others? | 2 |
| How well are children safeguarded? | 1 |

Quality and standards

| | |
|---|---|
| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 1 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 1 |
| How well are children helped to stay safe? | 1 |
| How well are children helped to be healthy? | 1 |
| How well are children helped to enjoy and achieve? | 1 |
| How well are children helped to make a positive contribution? | 1 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 1 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted 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.