

Daisy Pre-School

Inspection report for early years provision

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Inspector Alex Baxter

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Type of setting Childcare on non-domestic premises

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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 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

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 special educational needs and/or disabilities are welcomed and supported. The pre-school opens Monday, Wednesday and Thursday from 09.15 to 15.15 and on Friday until 13.30 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 and has very good links with the adjacent primary school.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The Daisy Pre-School is an outstanding, fully inclusive provision. The needs of all children in the Early Years Foundation Stage are met extremely successfully. Very skilled and capable staff make exemplary use of the first class accommodation and facilities available. The way the manager and staff promote the children's progress by developing and implementing very effective self-evaluation and assessment procedures, reflects the setting's excellent capacity for future continuous improvement.

What steps need to be taken to improve provision further?

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

- build on the very close partnership with parents to involve them more specifically, where appropriate, in the reviewing and updating the policies and procedures.

The effectiveness of leadership and management of the early years provision

The setting is very well run and day-to-day practice is supported by regular risk assessments and by consistently implemented policies and procedures. As a consequence, the children's welfare is fully safeguarded.

The centre manager gives a strong lead, is committed to driving improvement and

gives high quality support to the staff of the setting. The centre co-ordinator provides very skilled guidance to an enthusiastic, capable team of staff and leads them extremely well. Leaders and managers now undertake regular high quality self-evaluation, which is informed by very accurate assessments of the children's needs and progress. As a result, strengths are sustained, likely weaknesses are speedily addressed and continued improvement is strongly sustained.

The setting fully lives up to its mission statement that, 'Parents are the first carers and educators and we see our role as supporting their relationship with their children'. The staff's very close partnership and communication with parents and/or carers ensures that the children's needs are fully addressed and that parents and their children feel safe and happy at the setting. There is scope to utilise and develop these links even more by involving parents in the regular process of reviewing and strengthening policies and procedures. The setting's excellent links with the adjacent school also re-assure parents and children alike and ensure a smooth transfer into subsequent full time schooling.

The quality and standards of the early years provision and outcomes for children

Exemplary assessments and records of the children's progress, in 'Learning Journals', for example, make sure that the children's 'next steps' in learning are identified with precision. Staff are diligent in ensuring that these 'next steps' and indeed the other personal needs of children are addressed at every opportunity. By so doing, the children's welfare needs are fully protected. At the same time, senior staff, key workers with responsibility for a particular group of children and the several volunteers, who assist regularly at the setting, support the children's learning activity. These include an optimum balance of adult led activities and those chosen by the children themselves. This consistently high quality practice ensures that children make excellent progress across all the required areas of learning within the Early Years Foundation Stage Curriculum.

There is an excellent adult-to-child ratio and free access to high quality indoor and outdoor facilities and resources. These ensure that children feel safe, develop confidence and independence in making learning choices for themselves, behave extremely well and really enjoy learning. The children make excellent progress in all areas of learning and development, but particularly in their social and physical development. For their age, the children develop a very good understanding of a healthy life style and safe living. This is because they respond appreciatively to the help and guidance they receive from caring adults, when visiting the toilet or hand-washing before handling food at snack time.

Children learn and play happily in the superb outdoor area, now provided with additional roofing and soft floor coverings, to ensure all weather use. Activities observed included children handling, feeling and talking, with great fascination, about coloured strands of spaghetti or playing merrily, co-operating well together, in the large sand tray imagining they are on a beach. Children, and frequently those parents who choose to stay with their children, enjoy every minute of their

time in the setting. By the time they leave the setting the children are very ready for the next stage of their learning.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met