

Daisy Hill Pre School

Inspection report for early years provision

Unique reference number 315975
Inspection date 28/06/2010
Inspector Krystina Chitryn

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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*.

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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.

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Description of the setting

Daisy Hill Pre-School opened in 1974 and operates from a church hall from one room with use of the main hall. Children share access to a secure enclosed outdoor play area. The pre-school is situated in the Westhoughton area of Bolton. Children attending come from the local area. It holds charity status and is managed by a committee. The setting is supported by Sure Start.

The pre-school scheme is registered to provide care for a maximum of 30 children at any one time on the Early Years Register. The group opens five days a week during school term times. The playgroup sessions are from 9.15am until 12.00pm from Monday to Friday.

There are currently 26 children aged from three years old to five years old on roll. Three staff are employed, all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make satisfactory progress and enjoy their learning and time at the setting. They are encouraged to be independent learners with support of the staff. The group works with other agencies to support the children and they develop sound relationships with parents. However, not all policies are in place. Staff are beginning to evaluate their practice and are aware of their strengths and areas for development.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure the safeguarding policy is in line with the Local Safeguarding Children Board procedures and includes the steps to be taken if an allegation is made about the childminder or associates (Promoting and safeguarding children's welfare). 13/07/2010

To further improve the early years provision the registered person should:

- involve children and parents in the self-evaluation process
- review documents to ensure the information is up-to-date
- continue to develop the observations, assessment and planning systems to ensure that the staff team are fully confident in its delivery and to ensure each child's next steps in their learning and development are identified and met
- extend children's learning and development by increasing opportunities for

outdoor activities.

The effectiveness of leadership and management of the early years provision

Children are generally kept safe and protected within the setting. However, the policy for safeguarding children is not available, which does not ensure staff follow the procedure to ensure children's safety. This is a breach of the requirements. Risk assessments are carried out in all areas of the provision. Children are reminded to take appropriate responsibility for their own safety through planned activities, such as snack time. They learn to use equipment safely, for example, the correct use of a knife when spreading cheese on crackers, which helps them to use equipment safely. Children are learning about equality and diversity through a good range of resources. Displays of religious artefacts, equipment and posters of children from other cultures, stimulates discussions about similarities and differences and enables children to respect differences.

The management are developing systems to monitor and evaluate their practice, which identifies areas of strength and areas for development. The system involves all members of staff, however parents and children are not involved with the evaluation process. The assessment and planning process is not consistently recorded by staff. For example, some children's records have not been kept up to date regularly.

All staff are qualified and have attended additional training. Staff work well with parents to maintain good communication. Parents are included on the management committee, through daily discussion, a parent's suggestion box, weekly news letters, information displays and notice boards and children's individual files. Strategies are in place to involve parents in their children's learning, through an open door policy and sharing information, which enables parents to know about their child's progress and activities. Parents have opportunities to have input into their children's learning, for example, they contribute to their child's written records when staff send labels for comments home. Staff have sound links with the local school and have worked with others to meet the needs of children attending the setting. Parents state they are highly satisfied with the setting.

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

Children are well behaved, confident and enthusiastic to become involved in the activities on offer. Children take responsibility for their own learning, choosing what activities to access and re-organising the environment to meet their needs. For example, children take a box of dinosaurs outside and play with them on a mat and in the sand. They are learning to explore, share and cooperate. Children learn to appreciate others through activities and taking part in charity events, such as red nose day, and asking another child why they are upset. Children experience skills for the future and learn to make a positive contribution.

Inside and outside, continuous provision allows children to explore the six areas of learning. Observations are generally recorded by the children's key workers and the next steps in learning. However, these are not regularly recorded on, and do not ensure children's learning is covered for each child in all areas. Weekly plans are developed to incorporate opportunities for children to achieve the next steps in their learning. However, the plans do not identify which children are being targeted in each of the areas. Children can choose whether to access the outside area on a daily basis. The outside area provides a variety of equipment to encourage children to play vigorously. All areas of the curriculum are covered, such as knowledge and understanding of the world, for example, by growing vegetables, mark-making with chalks on the wall and water trays with pouring vessels. The continuous provision supports children who learn through rigorous activity.

Children are provided with a wide range of experiences. They gain an understanding of the world as they grow potatoes, carrots and beans. They feed the birds and hang food on the tree, which inspires lots of discussion about the world around them. They develop their physical skills as they play outside, making choices about where they play and gain support from the staff. They learn that print has meaning when listening to a story or making marks with paint and in play dough. Children build mathematical knowledge, as they count the beads they thread onto laces and build constructions with the large bricks. Children are making good progress towards the early learning goals and are happy and secure in the setting.

Children are supported to be strong and healthy. They discuss healthy foods and are offered healthy snacks. Posters are displayed in the home corner of fruit and vegetables. Children water the pots of growing vegetables, which helps them to understand about growing cycles. Two members of staff have current first aid certificates. Appropriate records are in place to enable them to care for children. Children have regular opportunities to be active both indoors and outside, as they ride bikes, push buggies and run around the outside area. Good hygiene routines are in place and children are reminded to wash their hands after using the toilet, ensuring that cross infection is reduced.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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