



## **Daisy Chain Pre-School**

Inspection report for early years provision

<b>Unique Reference Number</b>	143461
<b>Inspection date</b>	23 January 2006
<b>Inspector</b>	Michele, Karen Beasley
<b>Setting Address</b>	Drayton Methodist Church, Station Road, Drayton, Portsmouth, Hampshire, PO6 1PU
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<b>Registered person</b>	Daisy Chain Pre-School
<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 good.

### WHAT SORT OF SETTING IS IT?

Daisy Chain Pre-School opened in 1984. It is a community provision and is run by a committee of voluntary parents. The group is situated within Drayton Methodist Church in Portsmouth, Hampshire. The pre-school is open during term time each weekday morning from 09:15-11:45 and on Monday and Friday afternoons from 12:30 -15:00. During the summer term a session is also run on a Tuesday afternoon for children who are due to start primary education. Children have access to a fully

enclosed decked area for outside play.

There are currently 62 children aged from 2 years and 9 months to 5 years on roll. Of these, 44 children are in receipt of government funding for nursery education. The group serves children from the local and surrounding areas and supports children that have special needs and those that have English as an additional language.

The pre-school employs 5 members of staff, of these, 3 hold appropriate early years qualifications. The group is supported by the Early Years Development and Childcare Partnership and is a member of the Pre-School Learning Alliance.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are beginning to understand the importance of healthy eating. Practitioners help children to learn about healthy eating through daily discussions. They use snack times as a social time, talking about which types of food are good for the children and encouraging the use of good manners.

Children understand the importance of good self-care skills as they wash their hands at appropriate times. They talk about why they need to wash the germs away and how these can spread if they do not follow good hygiene routines. Children gain an increasing understanding of how to look after their bodies, for example from visits by the dentist helping them to understand why it is important to care for their teeth. Children benefit from the good hygiene procedures in the provision, which are implemented effectively providing a healthy environment for the children.

Practitioners are fully aware of the systems to record all accidents and the administration of medication, helping to keep the children healthy and ensure the parents are well informed. Parents sign all records to acknowledge the entries and give written consent prior to medication being administered. Children are protected because at least one practitioner who is qualified in first aid attends each day. This ensures the children will receive immediate treatment in the event of an accident.

Children have ample opportunities to develop their large muscle skills, climbing and balancing on the climbing frames in the outdoor play area, riding tricycles and carrying out stretching exercises. Children move around the setting freely with confidence from one play area to another. They move with imagination, pretending to be doctors and firemen during free-play and outdoor play time. Children are developing good spatial awareness, for example they move their chairs closer together to allow others to sit down and they ride scooters round the outdoor area with precision.

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

The provision is good.

Children benefit from a safe and secure environment because practitioners are vigilant and remove any possible hazards. For example, they clear up spillages quickly and efficiently with little fuss to prevent children slipping. Children are made aware of dangers through general conversation and consistent rules, for example they know they must not run in the setting. Children learn how to keep themselves safe by practising regular fire drills, they know exactly what they must do if they hear the fire whistle.

Comprehensive risk assessments are in place covering all aspects of the provision. All practitioners are aware of their individual roles and responsibilities towards the safety of the children and the premises. The entrances are kept locked and visitors sign in and out of the building, keeping the premises and children secure and ensuring that no unvetted visitors have access to the children.

The premises are bright and welcoming and children's work is displayed on the walls, making them feel valued. Children benefit from using a wide range of safe resources because procedures are implemented effectively to ensure all equipment is checked regularly, providing the children with a safe play environment.

Children are well protected because all practitioners have a clear understanding of child protection and the procedures to follow if concerns are identified, keeping the children safe. Detailed policies and procedures are in place and shared with parents to ensure they are aware of the setting's responsibilities. All existing injuries and incidents are recorded, keeping children safe and protected.

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

The provision is good.

Children settle quickly on arrival as they are met at the door by practitioners and self register. They are encouraged to bring in their own snack bags, increasing their independence. Practitioners and parents ensure younger children are assisted as necessary, building their self-esteem. Children are extremely happy and they laugh and giggle throughout the activities, for example when playing with playdough.

Practitioners interact with the children exceptionally well, talking to them all the time, making eye contact, playing at their level and showing affection. Younger children enjoy experimenting and exploring with the materials during craft activities. Practitioners praise and encourage the children all the time helping them to learn different skills.

Practitioners have an understanding of the Birth to three matters framework, but have yet to implement it. Presently, activities are adapted if necessary to the needs of the younger children, ensuring that their needs are being met.

### **Nursery Education**

The quality of teaching and learning is good. All practitioners have a good knowledge and understanding of the Foundation Stage. This enables them to plan a stimulating well-balanced programme, which effectively covers the six areas of learning.

Activities are closely linked with the stepping stones to ensure the children's progress can be monitored and the activities are purposeful. The challenges for children are sufficient and aimed at each child's level and stage of development.

Observations of children's progress are ongoing, all practitioners record individual achievements clearly and they collate the information to inform the curriculum, ensuring the needs of all children are being met. All of the curriculum is organised well to promote learning in all areas, however some opportunities to encourage children to develop their skills are missed. For example particularly with regards to the development of children's mathematical language.

Practitioners ask open-ended questions encouraging the children to think about what they are trying to achieve. They allow the children time to think about their answers and value their responses, providing additional resources or ideas to help and support their learning. Children show great delight when they successfully complete a task.

Excellent use is made of time and resources allowing children opportunities to freely access all resources and initiate their own learning, work in groups with younger children and engage in planned activities with their key work group. Some parts of the sessions are structured, others allow the children to express themselves freely, using their imaginations extremely well during free-play and role-play.

Practitioners have a clear understanding of the developmental needs of all children, they know when to stand back and let play develop naturally and when to step in, offering guidance and support as necessary to help children reach their full potential. The resources are used effectively throughout the day and children have many opportunities to self-select resources, developing their independence, which is actively encouraged throughout the day. This increases the children's opportunities to explore their freedom of choice and develop their decision making skills.

Children's social skills are developing well, they are keen and eager to join in the activities, asking questions to learn more, showing curiosity. Children show high levels of concentration and become engrossed in the activities provided, confidently suggesting new ideas, co-operating well and sharing their feelings.

Children's vocabulary is developing well and practitioners introduce new words at every opportunity during practical activities. Children are beginning to understand that text has meaning as they handle books independently and make good use of the book area. Children hold the books correctly and pretend to read stories to each other. Children count confidently up to, and sometimes above 10 throughout the day, using one to one correspondence with everyday items such as puzzle pieces and cups. Children use mathematical language with confidence, talking about shape, size, position and quantity during their play.

Children have many opportunities to use and handle a good range of natural and manmade materials. They enjoy choosing and using a wide range of materials to complete their own ideas throughout the day. They use everyday technology such as telephones, computer keyboards and tape machines. Children have a good sense of time and place as they recall past events and activities. They use their imaginations

extremely well during role-play and during art activities.

Very good support from practitioners and an exciting, stimulating and well-balanced educational programme ensures all children are captivated in their learning and provided with very good opportunities to achieve their individual potential.

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

The provision is good.

Children have a very positive attitude towards themselves and one another and recognise the need to share and take turns when involving themselves in each others' play. They show concern for one another and respond sensitively when a child falls over in the group. Children's behaviour is very good. They understand the difference between right and wrong and respond well to the extremely clear and consistent boundaries set by practitioners. They learn about the world around them exploring different cultures, linked to discussions and activities based around a variety of special days and cultural festivals. Consequently, children begin to recognise and value the similarities and differences between themselves and others. This positive approach fosters children's spiritual, moral, social and cultural development.

The nursery supports children with special educational needs. However, the provision needs to further develop links with parents and outside agencies to fully support children with English as an additional language. Children are encouraged to be sensitive and show an awareness of others' needs through daily routines and general conversation.

The partnerships with parents are good, which enhances children's learning. They are well informed about what their child is involved in on a daily basis through discussions. Detailed information about topics and activities are available through regular newsletters and on boards showing planning. This encourages the parents to play an active role in their child's learning. However, parents are given little information about their child's individual progress towards the Early Learning Goals and parents are not given opportunities to make ongoing written contributions about their children's learning at home, enabling them to fully contribute to their child's education.

### **Organisation**

The organisation is outstanding.

Daily routines are organised exceptionally well and run smoothly. The children move freely from one activity to another, never having to wait around. This ensures they are fully occupied and interested throughout the stimulating sessions, which has a positive effect on behaviour. The ratios are maintained at all times and staff deployment is very effective in all areas of the setting, enabling staff to provide high quality support and supervision for all the children. The setting meets the needs of the range of children for whom it provides.

Effective procedures are in place to ensure all adults are checked and new staff complete an in depth induction programme, ensuring children are safe. Children are well protected because all policies and most procedures are implemented effectively. All the required paperwork and documentation is maintained to a high standard.

The leadership and management of the setting is outstanding. The provision's committee strongly support the practitioners. The manager is responsible for the day-to-day running of the setting and the performance and contributions of the staff team. Clear roles and responsibilities are defined, enabling each member of the team to contribute fully to the running of the group. The manager provides excellent support for all practitioners and is knowledgeable, offering advice and suggestions through observation and discussion to improve the quality of care and education throughout the nursery.

The setting successfully assesses its own strengths and weaknesses through continually monitoring, evaluating and reviewing practice as a whole. Practitioners see the appraisal process as a very positive aspect of their development. The assessments are used to identify strengths, weaknesses and training needs. The staff team work well together, providing a highly stimulating environment for the children.

All of the practitioners are responsible for effectively monitoring and evaluating the curriculum and delivery of the nursery education. Each activity is evaluated, taking account of the resources, numbers of children, level of differentiation and how the aims and objectives are or are not met. Practitioners all contribute to the curriculum, using their key worker notes and observations to ensure each child's individual needs are covered in the short term planning, helping each child to reach their full potential. Children benefit from the knowledge and experience of the practitioners. They are totally committed to ensuring that the quality of care and education is continually improved for all the children.

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

At the last inspection the setting was asked to ensure that the first aid box and its contents comply with Health and Safety (First Aid) Regulations. Develop and implement an action plan detailing how at least half of all childcare staff will hold a level 2 qualification in childcare and ensure that all records relating to day care activities are maintained in appropriate detail.

The contents of the First Aid box is in date, complying with Health and Safety regulations. The present staff team hold the appropriate staff qualifications for the amount of children they are registered for and all records relating to the provision are maintained to a high level.

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

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.

## **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 good.

## **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):

- further develop links with parents and outside agencies to fully support children with English as an additional language.

### **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):

- ensure effective learning takes place, particularly with regards to the development of children's mathematical language
- improve opportunities for parents to be informed about their child's ongoing progress towards the Early Learning Goals and provide parents with opportunities to make ongoing written contributions about their children's learning at home

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