



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 145852

DfES Number: 580874

### INSPECTION DETAILS

Inspection Date	07/12/2004
Inspector Name	Sue Stuart

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Daisy Chain Pre-School
Setting Address	Methodist Church Hall Station Road Westbury Wiltshire BA13 3JL

### REGISTERED PROVIDER DETAILS

Name	Ms Sarah Fox
------	--------------

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Daisy Chain Pre-school opened in 1997. It operates from a church hall in Westbury Wiltshire. Children access an outdoor play area. The pre-school is privately run and serves the local area.

There are currently 52 children from two to five years on roll; this includes 30 funded 3 year olds. Children attend for a variety of sessions. The setting supports children with special needs and who speak English as an additional language.

The pre-school opens five days a week during school term times. Sessions are from 09.15 to 11.45 and 12.45 to 11.45. Thursday afternoon sessions are for two to three year old children only.

Nine staff work directly with the children. Five staff have early years qualifications to NVQ level 2 or 3 and the remaining four staff are currently taking advantage of training opportunities. The pre-school receives support from mentors from the Early Years Development and Childcare Partnership (EYDCP).

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Daisy Chain Pre-school is of good quality overall which enables children to make generally good progress towards the early learning goals. Children make very good progress in five areas of learning, and generally good progress in communication, language and literacy.

Teaching is generally good. Staff plan interesting topics, that link through all six areas of learning, such as handling fruit to learn about shape. Staff use their child observations to help identify the next stage of learning, these are shown as 'objectives' within short term plans; this ensures that individual learning needs are met. Staff are aware of how children learn and provide effective activities, particularly in mathematics. However, children have few chances to purposefully use their name cards. Children behave very well in response to the expectations and positive support of staff. The group provides a good range of equipment and resources to support learning, including those reflecting awareness of other cultures. The routine allows time for children to work with an adult, and to select their own activities. Staff spend quite a lot of time meeting the needs of those with special educational needs, however this does occasionally impact adversely on other children. The organisation of furniture enables children to move freely around the rooms. An assessment system is in place.

Leadership and management are generally good. Much of the success of the group is due to the strong partnership between the owner and staff. They work well as a team, are keen to improve standards, and develop their own skills. They evaluate and monitor the educational programme, however this is an area for further development.

The partnership with parents and carers is generally good. Parents are given information about the group including curriculum information. But there are few chances for them to be involved and share in their child's learning, and to discuss their progress and achievements.

### What is being done well?

- Children's personal, social and emotional development is very good. Staff are supportive and caring, providing positive role-models for the children. They promote good behaviour and encourage and praise children's efforts.
- Inviting topics and a good range of practical creative activities engage children's interests and efforts that ensures their physical development is very good.
- A good range of resources, particularly for mathematical activities, provides children with a variety of appealing ways to develop their mathematical understanding.

- Staff set appropriate challenges, especially in small group situations, for all children to increase their thinking and communication abilities.

**What needs to be improved?**

- the organisation of staff deployment to ensure appropriate time is given to all children
- the regular opportunities for parents to discuss their child's progress and achievement, and chances to contribute to their learning
- the opportunities for children to see their name in print.

**What has improved since the last inspection?**

At the last inspection the pre-school agreed to develop a management assessment system for four year old children. The pre-school have adopted Wiltshire Early Years Building Block assessment system.

Very good improvement has been made to the provision since the last inspection. Staff regularly observe children and record their findings. Children's assessment folders contain samples of their work to support staff observations. These observations are used to plan what children need to learn next. These improvements have made a positive impact on learning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children relate well with each other and adults, sharing their experiences and ideas together, for example during register time. They share fairly and take turns well, such as playing board games. Children confidently work well on their own as they select and use equipment, for instance at the writing table. Children behave well and know what is expected of them. They are aware of others as they take part in the café style snack time. They demonstrate good personal independence.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
------------	----------------

Children engage easily in conversations with each other and with adults throughout the sessions. They develop their thinking skills through a variety of activities, such as playing with the nativity set. They choose and read books both for pleasure and information. They listen to stories and join in rhymes with enjoyment. Children are beginning to recognise their names and letter sounds, however there are few chances to see their name in print. They practise writing for a variety of purposes.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children learn to count and use numbers during every day activities. They recognise and match numerals to numbers. They are beginning to learn about addition and subtraction such as adding one more brick to a tower. They learn to compare and match objects and to find out about size and shape through practical hands-on activities, such as drawing and filling in oval shapes. They use a good selection of equipment to develop their understanding of number and mathematical language.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
------------	-----------

Children learn about the natural world and features in their environment in many ways. They have good chances to independently examine and explore natural objects such as egg shells. They show curiosity, question how and why things work, for example, as they use construction items to build towers and garages. They frequently talk about past and present events in their own lives and about the lives of others, including those of other cultures. They use some ICT items to support their learning.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
------------	-----------

Children move with confidence and demonstrate good co-ordination and awareness of space as they move around the rooms. They have chances to climb and balance on apparatus and use bats and balls to develop physical control. Children respond well to instructions during movement sessions. They have chances to learn about being healthy. They have access to wide range of equipment, handling a variety of tools and materials, such as pushing cloves into oranges to develop small muscle hand control.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
------------	-----------

Children have good practical opportunities to explore texture using a variety of art materials. They learn to identify and differentiate colours, for example, finding items for the weekly colour box. They join in action songs, and have chances to play instruments to learn about sound. They express their ideas and imagination through a range of pretend situations, such as attending animals at the vet's. They have good chances to explore through their senses, for example, feeling shaving foam.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

### OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

### WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- ensure organisation of staff deployment gives adequate time to all children
- provide regular opportunities for parents to discuss their child's progress and achievement, and chances for them to contribute to their learning.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*