



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 119471

DfES Number: 521934

INSPECTION DETAILS

Inspection Date	16/02/2005
Inspector Name	Janette Elaina Langford

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Daisy Chain Playgroup
Setting Address	600 Southchurch Road Southend-on-Sea Essex SS1 2PT

REGISTERED PROVIDER DETAILS

Name	Daisy Chain Playgroup 290547
------	------------------------------

ORGANISATION DETAILS

Name	Daisy Chain Playgroup
Address	600 Southchurch Road Southend-on-Sea Essex SS1 2PT

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 is run by Southend Christian Fellowship. It opened in 1991 and operates from two rooms within the Plaza Centre in Southend. A maximum of 25 children may attend the setting at any one time. The group opens four days a week during school term times. Sessions are from 09:15 until 12:00 Monday to Thursday, and a lunch club is open from 12:00 until 12:15 on Monday and Tuesdays.

There are currently 21 children from two to under five years on roll. Of these 12 children receive funding for nursery education. Children come from a local catchment area. The setting currently supports a number of children with special needs. There are no children currently attending who speak English as an additional language.

The setting employs eight staff. Two members of the staff, including the manager hold appropriate early years qualifications. Two staff are currently working towards a qualification.

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

How effective is the nursery education?

The provision for nursery education at Daisy Chain Pre-school is good. It enables children to make very good progress towards the early learning goals in their mathematical development, physical development and creative development and generally good progress in all other areas of learning.

Teaching is generally good. Staff provide an interesting learning environment for children. They have a good understanding of the early learning goals and the planning is based on the stepping stones. Core activities are always available and children learn through free play with support from staff. However, there are few small group activities and planning does not show differentiation with some activities offering limited challenge for the more able children.

Evaluations are well written and progress records contain relevant observations. The profiles are used for planning. Some activities are more organised than others and occasionally children lose their concentration when there are distractions.

Leadership and management is generally good. The setting is overseen by the elders of the church, however, day to day responsibility lies with the supervisor. Staff contribute ideas to the planning which the supervisor puts together and she monitors how it is delivered and directs staff during the session. The supervisor checks that children's progress records are completed properly. The setting is committed to improvement.

Partnership with parents is generally good. Parents are provided with information about funding, the curriculum and daily activities. There are plans to send written reports to parents every term and to introduce open days where parents will be invited to view their child's records and discuss their progress. Parents share what they know about their child but this is not written into the child's progress records. Parents are encouraged to be involved with their child's learning and sometimes information leaflets regarding learning are sent home.

What is being done well?

- Staff have laminated the stepping stones from the curriculum guidance and use these alongside the relevant activities as reminders for staff.
- Staff use their time and resources well. The two rooms are organised with a wide variety of different activities which cover all areas of learning.
- Children learn mathematical concepts within the daily routines, particularly in circle time and snack time when they count the children and calculate how many cups are needed.
- Staff take the children to the outside area regularly to exercise, ride bikes and cars and play ball.

What needs to be improved?
<ul style="list-style-type: none">● opportunities for children to practise their skills in writing for a purpose● the challenges available for more able children.

What has improved since the last inspection?
<p>The setting has made generally good progress since the last inspection.</p> <p>The learning intentions of activities are detailed in the planning, including the mathematical stepping stones that are appropriate for the 3 year olds. A systematic method to record child's achievements and progress in all areas has been devised. Staff have planned more opportunities provided for four year olds to read a range of familiar words.</p>

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Children have increasing independence in selecting and carrying out activities. They show a sense of belonging and know the routines. They seek out others to share experiences and show confidence and the ability to stand up for their own rights and are encouraged to do things for themselves. However, the more able children demonstrate that they are bored in some activities and sometimes their behaviour deteriorates. Children have an awareness and show interest in different cultures.

COMMUNICATION, LANGUAGE AND LITERACY

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

Children initiate conversations and talk their activities through. They enjoy stories with familiar refrains, are encouraged to link sounds and letters and think of rhyming words. Children are interested in books, handle them appropriately and often have one to one stories. Worksheets and paper are provided to practise pencil control but these are not included in other play areas and children are not always encouraged to see writing as a purposeful activity.

MATHEMATICAL DEVELOPMENT

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

Children regularly use mathematical language during their play and count accurately and purposefully within the daily routines. They show a keen interest in number problems and sometimes offer solutions. Calculating how many cups is incorporated into snack time every day and children sometimes estimate whether there are more or less children in a group. They learn about shapes, making arrangements with objects. They take part in different activities to measure and explore capacity.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Children talk about what is happening and examine objects and living things to find out more about them. They are beginning to try out a range of tools and techniques safely and construct with a purpose in mind. There is equipment to help children develop an awareness of ICT, although the computer is not made use of every day. Children are developing a sense of time and show an interest in the world in which we live, learning aspects of different festivals and celebrations.

PHYSICAL DEVELOPMENT

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

Children move spontaneously within the available space and respond to rhythm, music and stories with gestures and movements. They experiment with different ways of moving and use larger equipment and apparatus skilfully. Children are beginning to understand the reasons for some healthy practices and have regular outdoor play. They are learning to throw and catch a ball and demonstrate increasing control in hand eye co-ordination and using small world toys and similar equipment.

CREATIVE DEVELOPMENT

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

Children make imaginative constructions, collages, paintings and drawings, choosing particular colours and materials for their work. They enjoy dancing and singing, listening to music, sometimes using musical instruments. Children use available props to support their role play and engage in imaginative role play based on first hand experiences. Children are encouraged to explore using all their senses.

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

- provide more opportunities for children to practise their skills in writing for a purpose
- review the planning and grouping of children to identify how activities can offer challenge for the more able children.

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.