



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 511719

DfES Number: 534490

### INSPECTION DETAILS

Inspection Date 21/02/2005  
Inspector Name Shirley Leigh Monks-Meagher

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Daisy Chain Pre-School  
Setting Address Daisy Chains Pre-School  
923 Ashton Old Road  
Bardsley  
Oldham  
OL8 8HX

### REGISTERED PROVIDER DETAILS

Name Mrs Rachel Wharmby

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and 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 has been registered since 1982. It is based in the Bardsley Community Centre, which is a single story building on the boundary of Oldham and Ashton. The group have the use of the large hall and it's associated facilities which includes a secure outdoor area. They are the sole users of the property during the day. They serve the local community.

There are currently 16 children from 2½ to 3½ years on roll. This includes 8 children who are in receipt of the nursery education grant. The group opens Monday to Friday, 09:15 to 11:45, during school term-times. Children attend for a variety of sessions.

There is a staff team of four, all of whom work directly with the children. Half the staff have early years qualifications equivalent to NVQ level 2 or 3 and the other half are working towards a recognised qualification. The setting receives the support of an advisory teacher from the Oldham Early Years Partnership and are members of the Pre-School Learning Alliance.

### How good is the Day Care?

Daisy Chain Pre-School provides children with good quality overall care. The environment is warm, welcoming and well-organised; it stimulates children's interest and encourages choice and independence. A good range of quality resources effectively meets children's needs and widens their understanding of our diverse society. Most documentation is in place however some policies are insufficiently informative.

Staff place strong emphasis on children's safety and encourage their awareness of good hygiene practice within daily routines and meaningful activities. For example, appropriate hand washing and shielding mouths. Thorough risk assessment minimizes hazards to children effectively, however, the first aid box is incomplete. A healthy snack bar promotes children's growth and development. Staff demonstrate an understanding of the issues around special needs and child protection.

Children are happy, confident and secure within the setting; gradual admission and an effective key worker system fosters good relationships with children and parents. Staff are warm and caring towards the children and spend their time talking and playing with them; encouraging language skills and supporting their individual learning and development. Children's behaviour is managed well using appropriate techniques and a calm, positive approach.

Effective links are formed with parents. Good sources of information keep them informed about the setting, its practices and their children's progress.

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

Not applicable.

#### **What is being done well?**

- The setting provides a stimulating environment where children are happy, secure and confident learners who relate well to each other and the staff. Samples of children's work is attractively displayed and annotated with their comments and explanations. Photographs of children at work and clear information paints a clear picture for parents and visitors of the provision offered to children.
- Staff work effectively as a team. They deploy themselves well and are very clear about their roles and responsibilities. Their enthusiasm and commitment shines through as they show real interest in what children say and do, responding to their interests and challenging their thinking through effective dialogue. Children are given good levels of support and consistent praise and encouragement which boosts their self-esteem and confidence.
- A broad range of safe and suitable toys and equipment is easily accessed and effectively used to promote children's learning and development. Interesting, sensory and tactile resources such as raffia mats, large shells and coral, glass cubes and stainless steel chime balls stimulate children's senses and curiosity. Real objects such as the wok and chopsticks in the role-play area helps children broaden their experiences.
- There is a strong partnership with parents; they are warmly greeted and clear systems and procedures ensure information is shared both formally and informally on all aspects of the setting and children's progress. Parents are regularly surveyed and their comments, thoughts and ideas utilised to improve the quality of the service provided. Parents speak highly of their satisfaction with the provision, including the progress, pleasure and security of their children.

#### **What needs to be improved?**

- the contents of the first aid box
- the policies relating to lost or uncollected children, special educational needs

and child protection.

**PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

There are no complaints to report.

**Outcome of the inspection**

Good

**CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

**WHAT NEEDS TO BE DONE NEXT?**

**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
7	Maintain the contents of the first aid box ensuring they are checked frequently and replaced as necessary.
14	Update the policy relating to special educational needs and ensure the child protection policy includes information relating to allegations made against staff. Formalise the policy regarding uncollected or lost children.

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

### How effective is the nursery education?

The provision at Daisy Chains Pre-School is of high quality overall. Children are happy and secure and make very good progress towards the early learning goals.

The quality of teaching is very good. Staff deploy themselves effectively to support children's learning in planned activities and child initiated play. Staff confidently use their knowledge and understanding of the Foundation Stage and how children learn to effectively teach children and plan challenging activities and experiences based on what children know, understand and can do. There are well planned opportunities for one-to-one, small group and large group activities throughout the session. Staff interact warmly with the children and make use of an extended vocabulary to develop their language. The learning environment is stimulating and well organised with quality resources. Staff effectively manage children's behaviour independently and in small and large groups.

Leadership and management of the provision is very good. The manager leads by example, is very hands-on and favours an open, informal approach to supporting staff. Effective monitoring and evaluation of both the provision and teaching underpins and improves the quality of care and education for all children.

Partnership with parents is very good. Informal and formal systems are in place which effectively keep parents informed of children's knowledge, understanding and abilities as they progress through the stepping stones towards the early learning goals.

### What is being done well?

- Strong emphasis is placed on children's personal, social and emotional development. Good settling procedures promote children's security. Good relationships are formed with children who are valued as individuals. Children care for each other and their environment; child shows real concern when another child is crying and children are delighted when a child willingly shares resources for the first time, excitedly sharing this news with adults. Children make decisions and are independent.
- Mathematics, language and literacy are an integral part of the session. Children exploit the many opportunities to speak, listen, read and write and use their growing understanding of number and mathematical concepts. Staff effectively question children to challenge their thinking and encourage them to reflect on their actions and learning. Sensitive support and encouragement is laced with positive praise and bolsters children's self-esteem and confidence effectively.
- Staff plan interesting and imaginative experiences for children. They are confident in their use of simple resources such as huge cardboard cartons

and shredded paper to stimulate children's curiosity and motivate their learning whilst having huge amounts of fun.

- A harmonious and effective working environment is sustained by staff who work collaboratively and are very clear about their roles and responsibilities. This is strongly supported by clear procedures and operational systems that are clearly owned by staff and are reflected in their practice.

#### **What needs to be improved?**

- the monitoring of staff support.

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

Very good progress has been made with the key issues identified at the last inspection. All staff are involved in the planning of the curriculum which has been modified to include clear learning intentions which are linked to the stepping stones of the early learning goals. An effective observation and assessment system has been implemented. All staff are clear about the procedures and the resulting information is used well to inform the short-term planning ensuring activities provide appropriate challenge and meet children's individual learning needs. Clear information on the areas of learning for the Foundation Stage have been included in the parents brochure. As a result of the actions taken children engage in appropriately challenging activities and their individual learning is moving forward at a rapid pace enabling them to make very good progress towards the early learning goals.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, confident, curious and motivated learners who consistently relate well to each other and adults. They share resources willingly and show concern for each other. For example, when a child helps another to hold a large book on his knee. They are learning to co-operate and take turns in simple games such as lotto and to respect their environment as they tidy their toys away. The children make purposeful choices, concentrate well and are learning to be self-sufficient.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are eager to interact and talk using well developed vocabularies. They are becoming attentive listeners and focus clearly on the speaker in activities such as stories and carpet time. They are increasing their understanding of print and its use as a means of communication, for example, they label their work, they self-register with name cards and write letters and cards to their parents. Children are forming early letter shapes when they write and can make some sound association.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are gaining a confident understanding of number and use it well in their play, for example, they calculate whether there are more red than blue cups at the snack table and how they can divide and fit vegetable pieces into the bamboo steamer. They create simple patterns using wooden squares and raffia mats. Weight, volume and capacity are explored in practical activities where children confidently link vocabulary such as full, heavy, massive, inside, under and upside down.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children handle and explore many items and objects such as, smooth pebbles, straw, soft and stiff bristle brushes and coral. They use magnifying glasses, telescopes, binoculars and magnets to confidently support their investigations. Children build for a purpose; they make dens with huge cardboard cartons and use magnetic bricks to make a microphone to sing into. Children are increasing their understanding of other cultures; they celebrate Chinese New Year and learn how to say hello in Italian.

## **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children move confidently around the setting showing a good awareness of space and each other. They can skip, jump and balance well. They crawl under and through large cardboard cartons and move imaginatively when pretending to be snails. Children skilfully negotiate bikes and wheelbarrows around and between obstacles and successfully fit small animals into pens when playing with the farm. They are developing good skills with their hands; moulding dough, cutting, threading and constructing.

## **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children confidently explore colour using paint, materials and objects and investigate a range of techniques including collage, model making and printing. They act-out rhymes such as 'five speckled frogs' and traditional tales such as 'the three bears' using puppets. The children know a good repertoire of songs which they sing tunefully. A variety of musical styles are introduced to the children helping them to move their bodies rhythmically and recognise beat and tempo.

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



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very 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**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report, but consideration should be given to the following points;
- introduce a more formal system of supporting staff which enables them to evaluate and reflect on their practice and gives focus to their professional development.

*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.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*