



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY235277

DfES Number:

### INSPECTION DETAILS

Inspection Date 09/06/2003  
Inspector Name Hilary Mary Mckenning

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Daisy Chain Pre School  
Setting Address Thurlstone Primary School  
Royd Moor Road  
Sheffield  
South Yorkshire  
S36 9RD

### REGISTERED PROVIDER DETAILS

Name The Committee of Daisy Chains Pre School 1046991

### ORGANISATION DETAILS

Name Daisy Chains Pre School  
Address Belle Royd Cottage  
Off Folly Lane  
Thurlstone  
South Yorkshire  
S36 7QF

## 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 Chains Playgroup operates in a classroom within Thurlstone Primary School near Penistone. The playgroup offers day care for a maximum of 16 children between two years and five years, Monday to Friday, during term time only, between 9:15 and 11:45 am.

There are 26 children on roll, including 5 three year olds and 6 four year old children in receipt of nursery funding.

There are no children currently attending with special needs or where English is an additional language.

There are 2 qualified staff members and a regular parent helper.

The playgroup offers a welcoming smoke free environment for young children. There is a large play room with access to an outdoor play area.

The playgroup has regular support from the Early Years Development and Childcare Partnership.

The playgroup is well supported by the School, the management committee and the local community. The playgroup does not offer overnight care.

### How good is the Day Care?

Daisy Chains Pre-school provides satisfactory care for children aged from two and a half to five years.

Children are cared for in a warm and welcoming environment, where they are happy and settled. There are qualified staff who work closely with the children. They give high priority to keeping them safe inside the premises, however the arrangement of furniture impacts on the play space available for children. Staff are aware of the potential hazards within the garden area.

There is a basic range of suitable toys and equipment available for all children, although these are not always easily accessible. The planning of activities for children is linked to the early learning goals. The equal opportunities policy supports the provision for all children. Staff ensure that children with special needs are included in the activities provided. Behaviour is generally good however the strategies for dealing with children's are sometimes inconsistent.

There is a satisfactory partnership with parents. Relevant information is exchanged to ensure the care provided meets the individual needs of all children. The majority of policies and procedures are in place to support the provision, however these are not regularly reviewed and updated.

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

At registration the registered person was requested to provide a designated kitchen area within the room used. This has been completed and a fitted kitchen with sink, fridge and storage cupboards are available.

The registered person was also required to provide adequate play space for the children. This has been partially addressed and the area is vastly improved, however steps should be taken to further resolve this issue.

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

- There are suitable procedures in place for the appointment of staff.
- The safety and well-being of the children inside the provision is given high priority and the areas they use are well maintained.
- The environment is warm and welcoming for all children and their parents.
- Relevant information is exchanged between staff and parents.
- Children are happy and well settled and are given appropriate praise and encouragement.

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

- the deputising arrangements
- some aspects of recording and documentation
- the process for reviewing policies and procedures
- the organisation of furniture to allow free play space for the children
- children's independent access to resources
- the safety of the route used by the children to access the outdoor area
- the strategies for managing children's behaviour
- the detail of the child protection procedure

**Outcome of the inspection**

Satisfactory

**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 must take the following actions by the date shown**

Std	Action	Date
14	devise and implement a policy for dealing with lost or uncollected children	01/11/2003
14	keep and maintain a list of the name, address and telephone number of persons working on the premises and those who have unsupervised contact with children	01/11/2003

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

Std	Recommendation
13	ensure that the child protection procedure for the playgroup contains procedures for dealing with allegations against staff
4	ensure that children are able to access resources and can exercise choice and develop independence
2	ensure the deputising arrangements are satisfactory and effective in the absence of the supervisor
2	establish a system for the periodic reviews of policies and procedures to reflect the National Standards
4	provide sufficient free floor space for the numbers of children attending
6	make sure that the steps to the garden area are safe for children use
11	ensure that behaviour management is consistent and shows an awareness and understanding of effective ways to manage children's behaviour taking into account their age and stage of development
12	make available to parents a written statement that provides details of the regulatory organisation (Ofsted) and the procedure to be followed if they have a complaint

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

### How effective is the nursery education?

Daisy Chains Pre-School is a community playgroup where children are making generally good progress in Personal, Social and Emotional development and Physical development. Children have opportunity to enjoy a range of activities which offer some experience in all six areas of learning. However there are significant weaknesses in the areas of Communication, Language and Literacy, Mathematical, Creative and Knowledge and Understanding of the World. Staff are committed to the children but there are weaknesses in their understanding of the stepping stones and early learning goals.

Staff relate well to children, using the accommodation and resources to provide a safe, welcoming, and supportive environment. They create clear boundaries for behaviour, and children are encouraged to use initiative and choice when selecting activities made available to them.

Teaching does not adequately support children's learning progression; there are weaknesses in most areas of learning. Staff are not clear about learning objectives within either planned or freely chosen activities, as they are unsure of the activities' learning potential. Planning does not build effectively on children's knowledge and skills or provide sufficient challenge within activities. Insufficient attention is paid to the individual needs of children of different ages.

Leadership and management lacks focus and there is no clear responsibility for monitoring of the educational programme.

Partnership with parents is a priority of the group, which operates within the ethos of the Pre School Learning Alliance. Parents are warmly welcomed into the playgroup and encouraged to become actively involved in their child's experiences. However they are not given information about the curriculum and their child's progress.

### What is being done well?

- Children enjoy a good range of activities in the group. They are encouraged to make choices and plan their own play. They have access to a good range of resources which offer experiences in all six areas of learning.
- Children are confident and happy, and interact well with adults and each other.
- Their behaviour is good. The accommodation provides a variety of different experiences for children each session, both indoors and out.

### What needs to be improved?

- Staff knowledge and understanding of the early learning goals.
- Curriculum planning, showing reference to the stepping stones towards the early learning goals and setting clear learning objectives for activities.
- Observation and assessment of individual children, to enable effective planning for their needs.
- Challenge within planned activities for older children.
- Organisation of key management responsibilities for action planning and evaluation of the educational provision.

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

N/A

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children's progress is generally good. They choose and plan their own play from a range of activities made available to them. They enjoy, and are confident within, everyday activities and behaviour is good. Children are confident to ask questions, talk about their work, and use their initiative and independence to develop their own ideas. They have limited opportunities, however, to concentrate and to build on their skills.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children make satisfactory progress but there are significant weaknesses. They interact confidently with adults and other children, enjoy books, and choose from a wide selection. However they have little opportunity to listen, concentrate and contribute in large group activities. They also have few opportunities to recognise letters by shape and sound, to form letters, to experiment with writing as part of play and to learn about the different reasons for writing.

### MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children's progress is satisfactory but has significant weaknesses. Children count, match and sort, but miss opportunities in snack, and group activity to reinforce understanding. They use comparative mathematical language in construction and water play but do not learn consistently to recognise and use number, and to practice addition and subtraction through practical activities. There are few opportunities to use mathematical ideas to solve problems and extend their understanding of number.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children's progress has weaknesses. They use a range of natural materials, talk about the natural world and features of the environment, but have limited opportunity to share past and present events in their own lives. They ask few questions, and are not introduced to ideas which link to and extend what they already know. Children have insufficient opportunity to investigate and explore their own design and construction ideas using different materials. Opportunity to use technology is limited.

**PHYSICAL DEVELOPMENT**

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

Children are making generally good progress in physical development. They practice large and fine motor skills through everyday activities, both indoors and out. They crawl, balance and climb, moving with confidence and in safety. They paint, draw and thread. They talk about healthy food at snack time. They are not, however, encouraged consistently to practice, extend and consolidate their individual skills within planned activities.

**CREATIVE DEVELOPMENT**

Judgement:	Significant Weaknesses
------------	------------------------

Children's progress has weaknesses. Children are familiar with songs and actions, they use their imagination in music and movement. Some children develop their own ideas using the role play area. They explore colour, shape and texture in painting and using natural materials. They do not consistently experiment with and build on developing skills to express and communicate their ideas, thoughts and feelings.

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



## **OUTCOME OF THE INSPECTION**

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

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

- Improve staff knowledge and understanding of the early learning goals, with access to appropriate training and support.
- Develop a curriculum planning process which clearly demonstrates how children will be offered activities which will enable them to progress towards the early learning goals.
- Develop an observation, assessment, and recording process which enables staff to plan activities to meet the individual needs of all children.
- Show clearly how a full educational programme to enable children to reach the early learning goals.

*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.*