



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 143461

DfES Number: 582579

### INSPECTION DETAILS

Inspection Date 04/02/2005  
Inspector Name Lisa, Marie Ellis

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Daisy Chain Pre-School  
Setting Address Drayton Methodist Church  
Station Road, Drayton  
Portsmouth  
Hampshire  
PO6 1PU

### REGISTERED PROVIDER DETAILS

Name Daisy Chain Pre-School 1036213

### ORGANISATION DETAILS

Name Daisy Chain Pre-School  
Address Drayton Methodist Church  
Station Road, Drayton  
Portsmouth  
Hampshire  
PO6 1PU

## 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 1984. It is a registered charity and is run by a committee. 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 Thursday 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, 35 children are in receipt of government funding for nursery education. The group serves children from the local and surrounding areas and has systems in place to support children that have special needs and those that have English as an additional language.

The pre-school employs 10 members of staff, of these, five hold appropriate early years qualifications and one is on training. The group is supported by the Early Years Development and Childcare Partnership and is a member of the Pre-School Learning Alliance.

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

### How effective is the nursery education?

Daisy Chain Pre-School provides high quality nursery education where children are making very good progress towards the early learning goals.

The quality of teaching is very good. High staff ratios are in place, providing children with good levels of interaction and support to meet their developing needs. All staff carry out worthwhile observations and evaluations which are used to identify where individual children require additional support or could be challenged further. Key workers are currently working towards doing more of their own short term planning. A good range of stimulating resources are available that enable children to initiate their own activities as well as participating in more adult directed play.

The leadership and management of the pre-school is very good. The group is run by a committee that works very closely with the staff team to ensure the smooth running of the pre-school. All staff have written job descriptions and are aware of their roles and responsibilities within the setting. Staff show a commitment to ongoing training to further increase their early years knowledge.

The partnership with parents and carers is very good. The pre-school works very well with parents to keep them informed of what is going on in the group and how their children are progressing. Parents are able to visit the group on a regular basis via the rota system to see for themselves what activities their children get involved in. Comprehensive information about the group and how it is run is available to parents via the notice boards and regular newsletters.

### What is being done well?

- The staff team works well together to ensure children's developmental needs are met. They are all involved in the planning of activities and provide high ratios and effective deployment to maximise the time they spend with the children.
- The well planned and stimulating curriculum allows the children to participate in worthwhile and interesting activities that are adapted to suit their individual developmental needs. Staff effectively support those children that are less able and appropriately extend activities to suit those that are ready to move on in their learning.
- The pre-school has a very supportive committee and has very good relationships with the parents that significantly contribute to the smooth running of the group. Parents are regular visitors to the pre-school and are encouraged to bring their own skills to become more involved in their children's learning.
- Children's progress in personal, social and emotional development is a particular strength. They have the independence to choose when they would

like their snack and are encouraged to serve themselves after washing their own hands and choosing a seat. Their concentration spans are excellent with many children persevering at tasks for extended periods of time.

**What needs to be improved?**

- the key worker input into the short term plans.

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

At the last education inspection in 2001, the group were asked to consider developing the assessment systems. They have made very good progress in this area and are now working closely with the Early Years Development and Childcare Partnership and with their Foundation Stage Advisory Teacher.

The group has now defined the areas of learning and has more detailed planning. All staff make observations on the children that are used to inform the next stage of planning to help individual children make progress.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident to enter the group and quickly get involved in activities of their choice. They show high levels of concentration and can persevere at adult-led and self-chosen activities for extended periods of time. Children are very independent and are able to choose their own resources; take themselves to the toilet and select their own snack. Children have developed strong relationships with their peers and members of staff and regularly seek each other out for play.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are good communicators and converse with ease to vocalise their wishes and intentions. They are gaining confidence at linking sounds and letters. Many children are able to recognise their written names and some are able to write it themselves. Children enjoy practising their emerging writing skills in a variety of ways including role-play and painting. They enjoy listening to stories and often use the book area unprompted, making up their own stories as they look at the pictures.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have a good understanding of mathematical concepts and are confident to use mathematical language in play. Many children can count beyond ten with several able to write recognisable numerals. Children are taught shape and measure through well planned activities as well as incidental opportunities. They have an understanding of more and less than and heavy and light. Children enjoy participating in mathematical songs and understand the concept of basic addition and subtraction.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children enjoy investigating and are competent when using their senses to find things out. They are happy to move round the room doing experiments such as testing what materials are magnetic. Children show skill when designing and making their own models in 2 and 3D and are able to select their own resources and experiment with how to put items together. Children learn basic history and geography through well planned and interesting topic work that takes them out into the local environment.

## **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children show good spatial awareness and are able to move their bodies in a variety of ways. Most show skill and control when using balls and participating in balancing activities. Children have a good understanding of healthy eating and are able to recognise changes in their bodies such as feeling cold or hungry. They are competent when using equipment that promotes both their fine and gross motor skills, for example, scissors and bicycles. Many children have excellent hand-eye co-ordination.

## **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children have very good imaginations and regularly act out scenarios from their own and imagined experiences, particularly in the role-play area. They enjoy participating in child initiated craft activities and have regular opportunities to paint, draw and make their own creations using a good selection of resources to help them express themselves. Children enjoy singing and participating in action rhymes and are able to move in time to music.

**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 improving the following; continue to fully involve key workers in the short term planning to maximise the knowledge they have on individual 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.*