



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 251462

DfES Number: 548017

### INSPECTION DETAILS

Inspection Date 22/11/2004  
Inspector Name Hazel Meadows

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Daisy Chain Pre-School  
Setting Address St Christopher's Hall  
Renfrew Road, (North East)  
Ipswich  
Suffolk  
IP4 3HE

### REGISTERED PROVIDER DETAILS

Name The Committee of Daisy Chain Pre-School 1074013

### ORGANISATION DETAILS

Name Daisy Chain Pre-School  
Address St Christopher's Hall  
Renfrew Road, (North East)  
Ipswich  
Suffolk  
IP4 3HE

## 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

The Daisy Chain Pre-school opened in 1974.

It operates from a dedicated, newly converted room in part of a community education building. It is situated on a residential estate in east Ipswich.

A maximum of 24 children may attend the pre-school at any one time.

The pre-school is open from 08:45 until 11:45 Monday to Friday, term time only.

An enclosed, paved and newly grassed outdoor play area leads out from the playroom.

There are currently 21 children aged from two to under five years on roll. Of these, 13 children receive funding for nursery education. Children come from the local area. The playgroup supports children with special educational needs and also supports a number of children who speak English as an additional language.

The playgroup employs four regular part time staff and one relief staff. Two of the staff hold appropriate early years qualifications to level three.

### How good is the Day Care?

Daisy Chain Pre-school provides satisfactory care for children aged two to five years.

The pre-school is bright and welcoming for children and their parents. Staff develop good relationships with the children and know them well as individuals, however on occasions children's self-esteem and confidence is not considered or promoted. Staff have a positive and open attitude to diversity and welcome all children into the group.

Staff plan and provide a range of play activities, usually linked to a theme, to encourage children's development in all areas. However, some group times and

adult led activities are not always purposeful or fully exploited to promote and extend the children's learning. Staff work well together as a team, however, although two staff are trained to Level three, the requirement of at least 50% of staff trained is not always maintained during staff absences.

Staff ensure the premises are kept secure and have some awareness of health and safety issues, however the emergency evacuation routine has not been practiced since the group have been in their new premises (3 months) and there is no drill log, no risk assessment is regularly undertaken and there is inadequate provision for the disposal of rubbish in the playroom. Most paperwork is in place, however there is no policy for lost or uncollected children and some additions and revisions are required to the accident and medication records and the induction procedure.

Staff endeavour to work in partnership with the parents and have formed positive relationships with them. A prospectus and group policies are available and parents are kept regularly informed of events by newsletters and posters. Staff are approachable and friendly and make themselves available to discuss children with their parents, however, very few of the parents are directly involved with the pre-school or on the committee.

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

At the last inspection the group agreed to make improvements to their complaints procedure and behaviour management and child protection policies. These have now been updated in accordance with the national standards.

All staff have now completed the required vetting procedure.

The group also agreed to ensure there are clearly defined procedures for the emergency evacuation of the building. A fire procedure notice was put up during the inspection visit, however, the group has not practiced the emergency evacuation routine since they have been in the refurbished premises - nearly three months.

The group also agreed to ensure there is a system for registering children and staff attendance. This was improved during the inspection visit to ensure children are registered as they arrive and arrival/departure times noted.

The group also agreed to ensure children's records contain information which enables appropriate care to be given. Further improvements are required to include parent/carers names and names of emergency contacts on the children's contact records.

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

- Staff provide a bright and welcoming environment for children and their parents
- Staff have a positive attitude and approach to diversity and welcome all children into the group ensuring they feel valued.

- Staff provide a variety of toys and activities encouraging children's development in all areas.
- Staff develop good relationships with parents who indicate that they are friendly and approachable. Information is sought from parents about their child, when they start at the group, via an 'All About Me' booklet.

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

- inclusion of names of parents/carers/emergency contacts on children's contact details
- written procedures for lost or uncollected child
- the effectiveness of the operational plan in practice
- effective use of space
- practice of emergency evacuation routine
- fire doors to be kept closed
- risk assessment of the premises
- restricting children's access to the kitchen
- medication records
- accident records
- facilities for disposal of rubbish/nappies
- staff consideration of children's self-esteem
- staff training levels
- induction procedure

#### **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.)**

Since 1 April 2004 Ofsted has not received any complaints about this provider.

#### **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?

<b>The Registered Person must take the following actions by the date shown</b>		
Std	Action	Date
2	implement procedures for lost and uncollected children	30/12/2004
2	ensure the operational plan works effectively in practice	30/12/2004
6	ensure that children do not have access to the kitchen except with direct staff supervision	23/11/2004
6	conduct a risk assessment on the premises identifying action(s) to be taken to minimize identified risks	30/12/2004
6	meet any recommendations made by the Fire Safety Officer (this relates to emergency evacuation procedure, Fire Log Book, ensuring Fire doors are kept closed)	30/12/2004
7	ensure medication consents and records are kept according to the National Standards and that accident records are kept confidential	30/12/2004
7	ensure there is adequate provision for the disposal of rubbish, soiled nappies/tissues etc	30/12/2004
14	ensure parents/carers/emergency contact names are stated on children's contact detail records.	23/11/2004

<b>The Registered Person should have regard to the following recommendations by the time of the next inspection</b>	
Std	Recommendation
2	ensure the required minimum of 50% of staff qualified to Level 2 is maintained during staff absences/when deputising
2	develop a clear and thorough induction procedure for new staff
4	ensure space is used effectively to meet children's needs (this relates to access to hand basins)
11	develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development, to ensure children's confidence and self-esteem is promoted and encouraged.

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

### How effective is the nursery education?

The provision of nursery education at Daisy Chain Preschool is acceptable but has some significant areas for improvement. Children make generally good progress in personal, social and emotional development and knowledge and understanding of the world but there are significant weaknesses in all other areas of learning.

The quality of teaching has significant weaknesses. Staff provide a broad range of activities although there are many missed opportunities to extend the children's learning. Staff have limited knowledge and understanding of the Foundation Stage but are keen to receive training in this area. Staff are developing their planning and mostly follow a weekly theme. The current planning format is related to the six areas of learning however, it is not always filled in consistently, does not show the learning intention or differentiation and does not link clearly to the stepping stones. There is no key worker system. Children's progress is not systematically recorded and observations are not used to plan for the next steps in a child's learning. Adult led activities are not consistently planned and evaluated.

Leadership and management has significant weaknesses. The pre-school is committee run however very few parents are actively involved in the running of the group. This has resulted in staff members taking an active role on the committee. The staff work well as a team and are committed to the group however there are currently no regular staff meetings, no appraisal system and no monitoring and evaluation of practice.

Partnership with parents has significant weaknesses. Staff are friendly and approachable and parents are given general information about the group. New parents complete an 'All About Me' booklet about their child however this is not used to inform planning for that child. No information is given to parents about the foundation stage and parents are not kept informed of their child's progress towards the early learning goals.

### What is being done well?

- Children are becoming confident, sociable and independent. They separate confidently from their carers and are developing competence with personal care such as hand washing and toileting.
- Children explore using all their senses and are developing skill and competence with construction and are able to design and make a variety of objects with the meccano and play dough.
- Staff plan and provide a range of activities, enabling children to engage in a variety of experiences.
- Staff are friendly and approachable and establish positive relationships with parents.

**What needs to be improved?**

- staff knowledge and understanding of the foundation stage curriculum, the early learning goals and the stepping stones
- plans, to ensure that they effectively cover the areas of learning, are purposeful and fully exploit learning opportunities
- plans, to ensure they clearly link to the stepping stones and identify the learning intention
- monitoring and evaluating children's progress towards the early learning goals
- planning for the next steps in children's learning
- systems to effectively monitor and evaluate practice and demonstrate ongoing improvement

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

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are keen to come into the group and independently access the items available. They persist for long periods at activities that engage them eg meccano, painting. They are curious and are keen to try new experiences eg sticky pictures with pasta, although they often wait to be shown what to do at craft table. They are increasing in confidence and some are able to resolve conflicts between them whilst others need adult support to encourage sharing and consideration for others.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children are confident to initiate conversation with adults, however there is limited encouragement of conversation by staff. Children find named picture cards as they come in but there is no progression to recognise their names and limited reference to names, sounds and letters. They occasionally use the writing table however opportunities to write for a purpose in their play are limited. Children handle books well and enjoy 1-2-1 story times but are not always engaged at group story time.

### MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Some children count to 10 with adult support and there is limited use of counting rhymes, however many opportunities are missed for counting and for reference and promotion of numbers. There is limited use of mathematical language and missed opportunities for making comparisons/simple calculations through everyday activities eg registration time, snack time. There is very limited reference to shapes. A balancing activity lacked planning, purpose and explanation and did not engage the children.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore and investigate using all their senses eg tactile craft, snack smell/taste. They are confident and competent to design and construct eg meccano. Children have access to a computer however, at times, this was very adult directed. There is limited exploration or discussion of the natural world or use of real examples to find out about living things. Children are developing an awareness of their own community/culture but there is limited portrayal different cultures/communities.



## PHYSICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children move freely and confidently around the room and are able to use range of small equipment with increasing skill eg play dough cutters, scissors, pencils. However there is little opportunity for large physical play equipment or large construction and insufficient challenge for more able children. There is very limited planning and use of the outdoor area and few opportunities for children to learn and practice new physical skills eg throwing, catching, balancing.

## CREATIVE DEVELOPMENT

Judgement:	Significant Weaknesses
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Children explore colour and texture using a variety of creative media eg sticking pasta, bubble painting, collage, play dough however most craft activities are adult initiated and directed. There are very limited opportunities for free creative craftwork and children have insufficient time and opportunity to explore media for it's own sake. Children use their imagination well eg meccano and have access to role play. There is insufficient evidence of exploration of sound and musical instruments

**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's 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**

- develop staff knowledge and understanding of the foundation stage curriculum, the early learning goals and the stepping stones.
- develop plans to ensure that they effectively cover the areas of learning and are
- purposeful. Ensure they clearly link to the stepping stones and identify the learning intention
- establish a systematic approach to monitoring and evaluating children's progress towards the early learning goals and utilise to effectively plan the next steps in their learning
- develop systems to effectively monitor and evaluate practice, with regard to quality of teaching, children's learning, evaluation of adult focussed activities, to ensure it is effective and demonstrating ongoing improvement.

*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.*