

Daisy Chain Pre School

Inspection report for early years provision

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Inspector

Tara Street

Setting address

c/o Thurlstone Primary School, Royd Moor Road,
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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Daisy Chain Pre-School is run by a voluntary committee and offers pre-school, out of school and holiday care. It opened in 2002 and operates from a classroom within Thurlstone Primary School near Penistone, South Yorkshire. Children have access to a secure enclosed outdoor play area. A maximum of 41 children aged under eight years may attend the setting at any one time; of these, not more than 17 may be in the early years age group, and of these, none may be under two years at any one time. The setting currently takes children from two years of age and also offers care to children aged eight years to 16 years. The setting is open Monday to Friday from 7.30am to 6.30pm all year round.

There are currently 95 children on roll. Of these 55 are under eight years and 38 are within the Early Years Foundation Stage. There are 18 children in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are seven members of staff, including the manager, who work directly with the children. Of these, one holds an early years degree, five hold a level 3 qualification in early years and/or playwork and one holds a level 2 qualification. Two members of staff are currently working towards a level 4 qualification. The setting is a member of the National Day Nurseries Association and '4Children' Network and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The enthusiastic manager and staff recognise the uniqueness of each child that attends and work to ensure that children are nurtured in their care, learning and play. They safeguard children's welfare effectively. The setting has developed positive relationships with parents and carers and with the other settings involved in children's care. The manager and staff reflect on their practice, have an accurate understanding of the strengths and areas for development in the provision and take effective steps to improve it.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further the medication records to confirm that parents and carers have been informed of any medication administered to children
- ensure planning clearly identifies how activities will promote individual children's progress towards the early learning goals
- develop further children's use of information and communication technology

by ensuring battery operated resources are in good working order.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded through implementation of effective policies and procedures. All staff are suitably vetted and their ongoing suitability assured. Staff are trained in child protection and understand the importance of their safeguarding role. They are vigilant in their supervision of the children. Most records required for the safe and efficient management of the provision are well maintained. However, parental signatures are not gained on medication records to confirm that they have been informed of any medication administered to children. Detailed annual and daily risk assessments are conducted to ensure children can play safely and enjoy their time at the setting.

The manager and staff strive to improve their practice, consistently monitoring and evaluating the quality and standards at the setting. Regular meetings provide valuable opportunities for staff to share good practice and to identify their training needs, which are prioritised by the manager. A positive equality and diversity policy outlines a commitment to promoting inclusive practice, ensuring all children can achieve as well as possible regardless of their background. Appropriate adult to child ratios mean that children receive good levels of individual attention; as a result, relationships between staff and children are strong. The play room is a stimulating and welcoming environment. All the resources available to children are stored at an accessible height, which offers children the ability to select them for themselves.

Staff work in close liaison with parents and carers to ensure all children's individual care needs are met, including those children with special educational needs and/or disabilities or who speak English as an additional language. They have built good links with other early years professionals and effectively support the sharing of information with other settings children attend, which fully ensures inclusion. Parents are encouraged to be involved in their children's learning as staff exchange regular information with them about their progress and routines.

The quality and standards of the early years provision and outcomes for children

Children enjoy their time at the pre-school and out of school provision. Children new to the setting receive sensitive support from the adults caring for them and settle quickly. They learn to show kindness and consideration to others and also learn behavioural expectations and good manners from an early age. Children are motivated and interested in the broad range of activities and experiences offered to them. These promote all areas of learning well, helping children to develop good skills for the future. Staff are enthusiastic and instinctively know when to be actively involved in children's play and when to stand back and let them play freely. An effective key person system is in place. Staff know the children in their care well and plan activities that build upon their interests. They undertake

ongoing observation and assessment that provides a clear insight into children's skills development. However, the identified next steps in learning for individuals are not always reflected within the planning process in order to maximise progress.

Children gain confidence in their communication skills. Many articulate their ideas and experiences, and play an active part in group activities. Routines such as group time, rhymes, games and additional adult support assist those who need help in this aspect of their learning. Children can freely access books, audio stories and a good range of writing materials. They make marks with chalks, paint, sand and other substances. Children enjoy rolling and cutting dough, and eagerly explore the texture by squeezing it between their fingers. Imaginative play inspires the children and the well-resourced role play area provides endless fun for many. For example, children prepare and serve 'food', utilising the home corner equipment, whilst others eagerly dress up in snowman or tiger costumes. Staff involvement in this area ensures that children's learning is maximised. Science and construction activities encourage problem-solving, investigation, and knowledge and understanding of the world. Children's information and communication technology skills are promoted as they gain access to a computer, digital camera and programmable toys. However, some opportunities for children to explore technology are limited due to battery operated resources not being in good working order.

All children take part in a varied range of activities both indoors and outdoors which supports their physical development. They enjoy experimenting with balance beams, taking part in group games with the parachute and using balls, hoops and bean bags. Freshly prepared snacks provide children with a good variety of healthy foods including fresh fruit and vegetables. Staff support children's ongoing good health by maintaining good standards of hygiene at all times. This all contributes to developing children's understanding of the importance of physical activity and making healthy choices.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met