

Daisy Chain Pre-School

Inspection report for early years provision

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Inspector

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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*.

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Description of the setting

Daisy Chain Pre-School first registered in 1985 and reregistered under new ownership in 2010. It is privately owned and operates from St John's Parish Hall, which is located in Old Coulsdon, Surrey which is located next to Coulsdon Church of England Primary School, opposite the duck pond. Children have access to one hall, two side rooms and an enclosed outdoor play area. There are toilets with nappy changing facilities and a kitchen. The pre-school is open Monday to Friday during term time from 09:15am -12:15pm, with an optional lunch club until 1:15pm on a Monday, Wednesday and Friday. The pre-school is registered on the Early Years Register. A maximum of 30 children aged from two years to under five years may attend at any one time.

There are seven members of staff. The owner has a level 4, Advanced Diploma in Childcare and Education and another member of staff has a level 4 Certificate in Early Years Practice. All other members of staff are qualified with a recognised early years qualification. A minimum of five staff work directly with the children each session. The setting has recently received accreditation for Reflecting on Quality, through the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting successfully promotes all aspects of children's welfare and development. Children are safe and well cared for in the welcoming, inclusive environment. Excellent partnerships with parents help ensure children make good progress in their learning, given their age, abilities and starting points. The management and staff team work closely together to identify priorities for future development and their self evaluation is in the formative stage. This ensures that the service is responsive to the needs of the children who attend and their families.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that regulatory records are easily accessible and available for inspection (Documentation) 10/12/2010

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

- increase the visual resources for children who have English as an additional language, providing letters, words and books in their first language

The effectiveness of leadership and management of the early years provision

Procedures to ensure the welfare of children are good. All staff have been subject to vetting procedures to ensure they are suitable to work with children. They are a strong established team and they have all worked at the setting for several years under the previous ownership. Some information regarding staff recruitment and children's progress was unavailable on the day of inspection. Some records had not been successfully transferred following the change of leadership. The Registered Provider has a robust system in place for addressing this and for future recruitment.

Staff have a clear understanding of safeguarding procedures, and all staff have attended relevant training in this area. All the required documentation that promotes children's health, safety and well-being is effectively maintained. Good use is made of available resources at the setting. Space and equipment is well organised and helps create a welcoming learning environment. Children can easily access play materials independently; this promotes their autonomy. Staff work exceptionally well together as a team and are deployed to ensure children benefit from consistent relationships and a high level of individual support. Children are treated with care and with the utmost respect.

The manager and staff team are committed to partnership with parents. They encourage feedback from them to monitor and evaluate the provision. They are pro-active in seeking information, for example, through questionnaires and appointing a parent representative. The parent representative reports that parents are extremely satisfied with the care and education their children receive and the provision has exceeded her high expectations. Staff ensure they have a good understanding of each child's background and needs so they can provide appropriate support. They act on the information provided to ensure equality for all the children. Parents are kept well informed on a day-to-day basis through regular newsletters, notice boards and discussions when children arrive and leave. Parents are actively involved in contributing to observations and contributing to the next steps for their child's learning. One parent commented 'It is lovely to see him learning and growing in his development, he often comes home talking about the things he does at the pre-school?'. Detailed information about children, including their interests are obtained prior to children attending the setting. The setting works effectively in partnership with external agencies and other providers as appropriate, to ensure children receive the support they need and benefit from continuity in learning and care.

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

Children show a very strong sense of security and belonging within the setting. They are confident, settled and share excellent relationships with staff. Children also show consideration to one another and form strong friendships with their

peers. Children are familiar with the routines and expectations of the setting, for example they respond to the music prompt to start tidying up. Children, aware of the time as the session is drawing to a close, ask staff if it is time to put the music on. Children show a sense of responsibility and concern for others; they help each other on the computer and share resources well. They learn to keep themselves safe when they follow the boundaries for using the climbing equipment. Good hygiene routines are adopted and all the children independently wash their hands before having a snack. Children benefit from nutritious snacks and they are encouraged to have healthy lunch boxes on the days they stay for lunch. Children play outside on most days, unless the weather prevents this. They access good range of activities both inside and out to promote their physical skills. Children are confident using the climbing frame inside and they practise their finer movements, for example threading beads and operating the computer mouse. .

Children throughout the Pre School benefit from a balanced routine and take part in a wide range of activities that support their learning and development. They work well independently and within their friendship groups. Staff know the children well and make regular observations of their achievements, which they use to plan future activities. Assessment and planning takes account of children's interests and includes clear learning objectives to ensure activities build on existing knowledge and skills.

Children enjoy stories and books and story time is part of their daily routine. They listen intently to the stories, which are enhanced by the staff's enthusiasm and their use of props. Children are confident communicators and they show pleasure as they are encouraged to join in with familiar songs and nursery rhymes. Some children confidently start conversations and clearly express their ideas. Children have ample opportunities to make marks as they play, for example, writing a food order in the role play area or putting their name on their work. Children are learning to recognise print from the use of labeling throughout the nursery. For children who have English as an additional language there is a lack of print in their first language to promote their acquisition of both languages. Children practice their skills with familiar computer programmes, which offer appropriate challenge. They enjoy problem solving and proudly beam when they get the correct answer. This affirmation promotes their confidence and they are then observed helping less able children to negotiate the problem. Children explore and investigate as they make junk models and have fun free painting. They have good opportunities to learn about the world around through a wide variety of themes that explore cultural and religious celebrations. They are also involved in recycling materials which helps them to learn about their environment. Children are actively busy throughout the session, making good progress and having a lovely time.

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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
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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