

Daisy Chain Playgroup

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*.

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 Playgroup is run by Southend Christian Fellowship. It opened in 1991 and operates from two rooms within the Plaza Centre in Southend-on-Sea, Essex. The pre-school is open four days a week during school term times. Sessions are from 9.15am until 12.15pm Monday to Thursday, with a lunch club on Monday, Tuesday and Wednesday open from 12.15pm until 1.15pm.

The pre-school is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 25 children may attend the pre-school at any one time all of whom may be in the early years age range. There are currently 26 children attending who are within the Early Years Foundation Stage. Children come from the local area. The pre-school currently supports children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language.

The playgroup employs seven staff. Of these six, including the manager, hold appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled and happy within the pre-school and make sound progress in their learning and development. Systems are in place to ensure that children play safely and securely. There are appropriate systems in place to promote most aspects of children's welfare and learning needs. The staff team have started to identify strengths and areas for development; however, recorded self-evaluation is in its early stages. Each child is valued as an individual, and the setting has developed effective relationships with parents and partnerships with others, that contribute to children's learning and sense of belonging.

What steps need to be taken to improve provision further?

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

- ensure that there is a named deputy who is able to take charge in the absence of the manager at all times (Suitable people) 03/05/2011
- ensure that children have access to fresh drinking water at all times (Safeguarding and promoting children's welfare). 20/04/2011

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

- develop the self-evaluation procedure to identify areas for improvement and use as the basis of ongoing review and assessment
- continue to develop the use of the garden area all year to provide further opportunities for children to freely explore across all areas of learning
- use information gathered through observation more effectively to monitor the children's progress, based on initial profiles, and link the children's identified next steps to the planning of activities.

The effectiveness of leadership and management of the early years provision

Children are kept safe and secure in the pre-school. Staff understand their safeguarding responsibilities in relation to child protection procedures, and the possible signs and symptoms of abuse. They ensure children are only collected by authorised persons and routinely carry out risk assessments to provide a safe and secure environment. Most of the requirements to help ensure the pre-school is effectively managed and children's welfare is safeguarded are in place. However, there is not currently a named deputy who is able to take charge in the absence of the manager. This is a breach of requirements. Children are able to play in a good quality physical environment, divided into different learning areas, which are well resourced. Children's art work is displayed, which helps create a child-friendly environment and shows the children that their efforts are valued.

Children benefit as staff begin to evaluate the provision and identify key areas for development, as part of continuous improvement. Children have many opportunities to explore their own ideas as they engage in self-initiated play. For example, children benefit from easy access to a range of resources and experiences both inside and in the newly refurbished garden area. The provision promotes outdoor play, thus children have access to the garden throughout the day. The pre-school welcomes children from a range of backgrounds. Suitable steps are taken to ensure that children's individual needs, such as their health and dietary requirements, are met. Staff value linguistic diversity and ask families who speak English as an additional language to share basic words in their home language. This enables them to support children and help them feel at ease. The pre-school staff value working in partnership with parents and local schools. Consequently, children receive continuity of care as achievements and progress are shared. Discussions with parents confirm that they are happy with the care and attention their children receive. The provision clearly respects all children as unique beings as they gather information about them before they attend. In addition, the pre-school builds good links with local schools to assist smooth transitions for children as they move on.

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

Children make satisfactory progress in their learning and development and have access to a good selection of resources and activities. Children are happy and

enjoy attending their pre-school where they make friends. The staff are beginning to build up a secure knowledge of the learning and development requirements of the Early Years Foundation Stage. Staff readily acknowledge children's achievements with lots of praise. Children have the opportunity to learn in different ways as they choose their own activities, listen to stories as a whole group and take turns at discussion time. Assessment records are in place to chart children's progress, and include staff observations, photographs of children and their art work and special creations. However, the observational assessments and records are not always used sufficiently to inform planning and support progress for individual learning needs. Children have access to outdoor play every day. Staff organise the outdoor area well to provide experiences across all areas of learning. However, outdoor learning opportunities are not currently fully included in weekly planning to meet children's individual needs.

Children benefit from a range of activities that help them develop skills for the future, such as, literacy, numeracy and information technology. They enjoy making their own choices about what they want to do and play in an enabling environment. Children have access to a variety of creative resources which all children freely access. The materials and mediums provide a wide range of experiences for children. For example, children enjoy getting messy with play dough, sand and water. Construction activities enable children to be creative in their thinking and allow them to use their imagination to build and make different models. For example, children enjoy making different structures with large wooden bricks. They enjoy mark-making through different media such as, paint, chalks and crayons. They are offered opportunities to attempt to write for different purposes. For example, they write, lists, stories and devise sets of instructions. For example, children are provided with writing pads in the vets role play area. This helps prepare children for their adult lives as they learn that writing is used in many guises.

Children and their families are warmly greeted on arrival by staff, helping foster positive relationships and a sense of belonging between everyone. Children demonstrate good levels of confidence and self-esteem, happily playing on their own or in group situations. Their emotional needs are effectively supported throughout the day by staff who provide them with cuddles and reassurance. Children learn about the cultures and religious beliefs of the world around them as they celebrate diversity through an interesting and varied range of activities. Children's independence is generally well supported throughout the pre-school. However, they do not have the opportunity to serve themselves at snack time. Children go to wash their hands before eating; many without any support from staff, and understand why this is important. Children are not able to make healthy choices as they cannot have a drink when they want one because fresh drinking water is not readily available at all times. This is a breach of requirements. Staff discuss safety issues with children so they learn to keep themselves safe and behave sensibly. For example, staff gently remind children not to run inside. Children build positive relationships and behave well in response to the calm and consistent responses from staff. They play harmoniously together and work cooperatively at activities, as they share resources and take turns.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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