

Daisy Chain Pre-School

Inspection report for early years provision

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| Unique reference number | 145852 |
| Inspection date | 09/03/2011 |
| Inspector | Michelle Tuck |

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| Setting address | Methodist Church Hall, Station Road, Westbury, Wiltshire, BA13 3JL |
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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 opened in 1997. It operates from the Methodist Church Hall in Westbury, Wiltshire. The pre-school is privately run and serves the local area. A maximum of 24 children may attend the pre-school at any one time. The pre-school opens five days a week, Monday to Thursday from 9.00am until 3.00pm and Friday from 9.00am until 12noon, during school term times. All children share access to a secure outdoor play area.

The pre-school is registered by Ofsted on the Early Years Register and both the compulsory part and voluntary part of the Childcare Register. There are currently 45 children on roll, all in the early years age range. The pre-school is in receipt of nursery education funding for three and four year olds.

The pre-school employs seven members of staff, all hold a qualification in childcare, excluding the manager who has a qualification level 6 with a BA (Hons) in Early Years Care & Education.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely happy at the preschool. Excellent observation, assessment and planning systems ensure children make extensive progress in relation to their starting points. Staff are extremely dedicated and strive for and maintain high standards at the preschool. Policies and procedures are thorough and promote children's good health and safety very effectively. Partnerships with parents are excellent and contribute highly to ensure consistency and continuity in children's care and learning.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- ensuring children can not access plastic bags
- developing further partnerships with other providers of the Early Years Foundation Stage framework

The effectiveness of leadership and management of the early years provision

Staff have a full and thorough understanding of their responsibilities to safeguard children's welfare. Staff have completed safeguarding training and demonstrate a comprehensive understanding of the procedures to follow in the event of concerns

arising. Daily risk assessments very securely promote children's safety. Consistent rules and boundaries along with staff explanations, discussions and questions ensure children consider their own safety well. For example, children learn to take appropriate risks when using scissors or knives, but also understand the potential dangers to themselves and others if not used correctly. At times there are plastic bags stored within reach of children.

Time and resources are utilised purposefully and the preschool is very well organised. Staff have an excellent understanding of their roles and responsibilities and work very well together as a team. Staff regularly undertake training to further underpin their excellent practice. Ongoing meetings and discussions enable the staff to fully identify strengths and areas for development very effectively and they purposefully address these. The staff values and takes into full consideration the views and opinions of children and parents. As a result, the preschool utilises self-evaluation extremely well and maintains optimum continuous improvement.

The preschool welcomes and celebrates the similarities and differences of the children and their families. As a result, the setting effectively integrates and includes all children and ensures children feel highly valued. The preschool's Special Educational Needs Coordinator (SENCO) is highly experienced and effective. She work very closely and sensitively with parents and other professionals to ensure children benefit from tailored support. Resources and procedures to support children with special educational needs and/or disabilities, and children who are learning English as an additional language are very well considered, such as visual timetables. The staff's efforts in this area have been rewarded with a certificate of good practice. Children's key persons have an excellent understanding of children as individuals and meet their needs effectively.

Links with parents and carers are excellent. Key information is on display in the entrance area and includes the planning for the week. Open sessions give parents and carers the chance to get involved and see their child in the pre-school environment. There are also regular opportunities for discussion. Parents and carers are very positive about the setting ?great, brilliant? ?friendly staff?, ?never had any worries? is a sample of comments made by parents. There are some excellent links with external agencies, and some other early year's settings that the children attend, although this is still in the early stages of development with some.

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

Children develop high levels of self-esteem and confidence at the preschool. Staff frequently and warmly acknowledge their kind behaviour, achievements and efforts. A full range of all children's work is on display, such as emergent writing, pictures and paintings. As a result, children feel fully valued. Children demonstrate a good understanding of their own needs and others, for example, they wait patiently to take a turn to play outside. They confidently approach adults to seek support and help when necessary. Children's behaviour is extremely good. They listen and sustain their concentration well. Children have clear rules and

boundaries and staff gently remind them of these when required. Children take part in discussions which enables them to understand the boundaries in place and to contribute to these. They join in 'tidy up' time enthusiastically and demonstrate a very secure understanding of the routines in place. As a result, children make a positive contribution to their setting and feel safe and secure.

Children are extremely happy and settled at the preschool. They initiate their own play and ideas, and make choices, for example, to play in the animal hospital role play area or to make a bird feeder. Children utilise the outdoor area extremely well and benefit from plenty of fresh air and physical activity. They access a wide range of resources that reflect the six areas of learning, for example, using their creativity to pretend to plant and grow, with soil and artificial flowers, they develop understanding of mathematical concepts when singing 'ten green bottles' and mark make with an array of materials. Physical play equipment enables children to develop control over their bodies, as they balance along beams, climb on the climbing frame or play with balls. Children's knowledge and understanding of the world they live in is fully underpinned outside, such as when planting and growing and 'bird spotting'. Children's understanding of a healthy lifestyle is promoted very well. They take part in activities to extend their understanding of healthy options and about where food comes from, such as talking about the seeds and maize that goes into the bird cakes they make. Regular routines and discussions ensure children understand the importance of good personal hygiene, for example, hand washing.

Staff know children very well as individuals. They work closely with parents to support children as individuals. One-to-one staff and individual play plans ensure children with additional needs benefit from effective support. This enables children to fully develop and progress in relation to their starting points. Staff involve themselves in children's play and activities extremely well. They introduce skilful questions to extend and support children's knowledge and understanding further. Focused group times enable children to develop very good confidence in talking and participating in a group. Children develop excellent skills for the future. They use cameras to take photographs, they use the lap top computer to write and play games and they have access to various other remote control resources such as the 'beebot' to develop their skills.

Children's progress records are excellent. They very securely and clearly track children's progress towards the early learning goals. Ongoing observations are very evaluative and, therefore, identify children's achievements accurately. Staff use the thorough assessments purposefully to feed into weekly planning for children's next steps in learning. Children's records are always available to parents on request and parents know who their child's key person is to talk with about their child's progress and achievements. This enables parents, children and staff to all contribute their understanding to provide a very clear picture of children's progress, and to identify consistent future steps in learning and development.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 1 |
| The capacity of the provision to maintain continuous improvement | 1 |

The effectiveness of leadership and management of the early years provision

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| The effectiveness with which the setting deploys resources | 1 |
| The effectiveness with which the setting promotes equality and diversity | 1 |
| The effectiveness of safeguarding | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| 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

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| The quality of the provision in the Early Years Foundation Stage | 1 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 1 |
| The extent to which children achieve and enjoy their learning | 1 |
| The extent to which children feel safe | 1 |
| The extent to which children adopt healthy lifestyles | 1 |
| The extent to which children make a positive contribution | 1 |
| The extent to which children develop skills for the future | 1 |

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Annex B: the Childcare Register

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| 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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