

Daisy Chain Pre-School

Inspection report for early years provision

Unique reference number 511719
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Inspector Eileen Sharma

Setting address Daisy Chains Preschool, 923 Ashton Road, OLDHAM,
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Type of setting Childcare - Non-Domestic

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Daisy Chain Pre-School is individually owned and has charitable status. It has been registered since 1982 and under the current management since 2001. It operates from the main hall of Bardsley Community Centre. It is situated on the boundary of Oldham and Ashton. They are the sole users of the property during the day.

A maximum of 24 children may attend at any one time. The pre-school is open each weekday from 9.15am to 12.15pm term time only. All children have access to an enclosed play area. There are currently 22 children from two to under five years on roll. Of these, four children receive funding for early education. The setting is registered on compulsory and voluntary parts of the Childcare Register.

The pre-school employs four members of staff. Of these, three hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for by a highly motivated and enthusiastic team. The staff team are fully aware of the children's individual needs, making sure that their learning is well supported and children make good progress across all areas of learning. Children are very well behaved and show high levels of independence due to the positive reinforcement provided by the setting. The partnership with parents is a key strength and has contributed to meeting children's welfare and development needs. Children are mostly safe and secure, however, documents are not all easily accessible and available for inspection and the children's register is not completed in line with requirements. The manager and staff team strive to maintain continuous improvements and outcomes for all children in their care.

What steps need to be taken to improve provision further?

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

- keep a clear daily record of the names of the children looked after on the premises, including their hours of attendance (Documentation) 08/12/2011
- records must be easily accessible and available for inspection by Ofsted with regards to Paediatric First Aid certificates and the Complaints Policy (Documentation). 08/12/2011

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

- risk assessments should cover anything that a child may come into

contact with and include all areas that children access.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the because staff demonstrate a clear knowledge and understanding of the local safeguarding policies. Robust vetting procedures are in place and all staff have undergone a criminal records bureau check. Policies are shared with parents and carers when children enrol. Most required policies and procedures are well organised and regularly reviewed. However, the hours of attendance of each child are not recorded, which is a breach in regulations. Whilst most policies and certificates were available for inspection, the complaints policy and paediatric first aid certificates were not, this is also a breach of regulations. The impact of this on children is minimal as staff are very clear regarding the details of these documents and demonstrate a strong knowledge of first aid. Fire drills are carried out on a regular basis to ensure prompt responses from the children. Detailed daily risk assessments of the inside and outside of the building ensure that safety is continually monitored and reviewed. Children are supervised well, however, risk assessments should cover all areas that a child may access, including the changing area.

Good quality resources, a well-planned environment and good staff ratios support children's learning. There is a range of toys, both inside and outside, that link to the six areas of learning. Open-ended activities, such as junk modelling and mark making, are used to good effect. Children have the opportunity to make decisions about their play and engagement in activities. The staff team promote equality and diversity. All children have access to opportunities and resources on offer. The setting supports children whose home language is not English, for example translating text into Chinese.

Partnership with parents is a particular strength. Staff develop excellent working relationships with parents and carers. They gain a clear picture of the children's starting points and home background during the settling-in period. This means that from the outset staff know the children well. Parents' opinions are valued very highly and their suggestions acted upon. For example, to display daily activities on a white board at the end of each session. There are several channels of communication with parents including newsletters, parents' evenings, summer and Christmas fairs, and dads and granddad sessions. Key staff are available at the beginning and end of each session to answer queries and share important information. Parents comment very positively about the service they receive. They say that staff involve them in their child's learning and ensure that they are well informed about welfare, achievements and progress. These effective relationships contribute well to supporting children's welfare and learning. Partnership with other professionals is good. The staff team have accessed local authority support and training and have improved their practice as a result of this. For example, outdoor play training has led to the development of the outdoor environment, creating a stimulating learning environment.

All staff members are aware of their strengths and weaknesses. They have

addressed previous actions and recommendations promptly and effectively. They look for ways to improve the provision for the children. For example, they plan to improve the planning process by making the adult role clearer for adult-led activities. They recognise a particular strength relating to having a team approach to management. This can be seen in the supportive way that all adults treat each other, this is further reflected in the children's behaviour.

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

The staff team have a good understanding of the Early Years Foundation Stage and the starting points of all children. As a result of this children are enthusiastic learners who are progressing well towards their Early Learning Goals. Staff use observations to plan next steps for children. There is a good balance of adult-inspired and child-led activities available for the children, who confidently explore their environment. Staff provide lots of time for free play, making the children independent learners. Daily circle time is used to say good morning and share interesting information. For example, children happily share their experience of an autumn walk and learn about how berries on the trees are eaten by birds over the winter.

Children have a variety of opportunities to write and mark make, both inside and outdoors. They take great care to proudly display their mark making on the art board, with older children supporting the younger ones to stick their work up. Staff ask lots of open-ended questions, supporting the thinking skills and encouraging the development of speech and language. Children develop a good understanding of mathematical language through three-dimensional model making. For example, they can represent real three-dimensional objects well, and understand mathematical concepts, such as bigger smaller, on top and next to. Children make a model train discussing where 'pistons' are positioned and which piece of junk would best represent a piston.

The setting promotes health well through their continuous snack table. Snack time is a social event where children independently choose their snack time and items from a range of healthy foods, such as grapes, carrot sticks and finger sandwiches. Staff talk to the children about what is a balanced choice in relation to healthy eating. Children then clear away their own plate and put their food aside for composting. There is accessible drinking water throughout the session, children pour their own drink gaining further independence. Staff role model and support good hand washing techniques, many children are able to competently wash their own hands prior to eating and after using the bathroom without being prompted. Children ask for tissues to wipe their nose and dispose of them appropriately.

Children spend a lot of time outside, they balance, pedal trikes, play bat and ball and explore nature in the environment, finding worms and collecting leaves and twigs. Staff talk to the children about risks in the wider community. For example, children learn that although berries are food for birds they can make children sick, children can be heard talking about this during their outdoor play.

The behaviour of the children in this setting is outstanding. Children are happy and eager to participate, separating from carers with ease because staff place great priority on the well-being of every child. The environment is calm and relaxing with soothing music playing in the background. Children's play is purposeful and productive. They help each other and resolve conflict with minimum intervention. For example, children who both wanted the same wheelbarrow soon compromised with the support of a member of staff. The staff team all give constant supportive feedback and praise and are exceptional role models. As a result of this children are caring towards each other and willing to share. Children are developing learning and social skills that will equip them well for the future. They take pride in their environment, tidying up behind themselves, demonstrating a strong sense of independence. They show good levels of concentration and perseverance in activities, working together to solve problems. For example a small group help each other to dress up in ghost and witches outfits in the dressing up area, involving the staff member by brushing her hair and putting a hat on her head. The staff ensure that children know about other cultures and ways of life through the celebration of festivals. Staff take time to research a child's home language and display key words alongside the English word around the room. Children's moral and cultural development is nurtured in this setting

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	3
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	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
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:

Not Met (with actions)

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

Met

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- the registered provider must have a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare register and which a parent makes in writing or by email (CR7.1). 08/12/2011