

# Daisychain Preschool

Inspection report for early years provision

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EY429942

**Inspection date**

05/12/2011

**Inspector**

Sally Hall

**Setting address**

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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*.

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## **Description of the setting**

Daisy Chain Pre-School is a privately run and was first registered in September 1999. It moved to new premises in 2011. The pre-school operates from the Scout Hall in Chudleigh, Devon. It has use of a large hall and secure outside play area. It is registered on the Early Years Register to care for a maximum of 26 children at any one time aged from two years to the end of the early years age group. The setting operates term time only from Monday to Friday, with sessions running from 9.15am to 12.15pm and on Tuesday, Wednesday and Thursday, they operate until 3.15pm. There are currently 27 children on roll. They are able to support children with special educational needs and/or disabilities, and children who speak English as an additional language. The proprietor and three members of staff work with the children. They have relevant childcare qualifications or are working towards them.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are safe and happy. They have a good range of activities that support them to make progress in their learning and development. The staff complete observations of the children. They are reviewing how they complete their planning, which is an area to be developed further. The staff work well together and are clear about their roles and have a good rapport with the children. They have an effective partnership with parents and other settings that children attend to promote continuity of care. They reflect their practice through their own self-evaluation and demonstrate a secure capacity to maintain continuous improvement.

## **What steps need to be taken to improve provision further?**

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

- develop further assessments and planning to show identified next steps for children's progress, which can be measured against their achievements.

## **The effectiveness of leadership and management of the early years provision**

The pre-school is well organised to give children a broad range of play opportunities and to support children's individual interests. There are secure systems in place to provide a safe environment for children. They are supervised well at all times. Regular risk assessments are undertaken. The fire drill is conducted with the children so they are clear of what to do in an emergency. Children have a key person, however the staff know all the children well. The staff

attend appropriate training to keep their knowledge up-to-date. They are familiar with the procedures to follow in the event of any concerns about the children's welfare. There are good induction systems in place, to support new staff in familiarising themselves with the pre-school's policies and procedures. They liaise with outside agencies to support children's individual needs as necessary. They provide an inclusive provision for all children and meet the needs of individual children. They raise children's awareness of diversity through well planned activities. They have a good range of resources and displays that reflect diversity.

They have a secure partnership with parents. They keep them well informed of how their child has been, through daily discussions and the use of daily diaries for some of the children. They share children's progress at the end of each term and parents can see their child's learning journal at any time. Parents provide useful information about their child before they start. This is to enable the staff to support them while they settle and to know their likes and dislikes. Parents' views are sought through questionnaires and they have received positive feedback from parents. There are secure systems in place to link and share information with other settings children attend, to promote continuity of care. They have a good partnership with the local school to support a smooth transition for children.

Children have access to a good range of toys and resources that are all in good condition and displayed well in the hall. Children's work and themes they have been doing are displayed attractively in the hall at child's height. Documentation is in place to meet the specific legal requirements and to support children's care. Policies are shared with parents and they sign to say they have read them. This ensures they are clear about the setting's procedures. Children's records are kept confidentially. Staff complete observations for the children's learning journals and are currently introducing a new way of recording their planning. This is an area they are developing to fully support children in their next steps of learning. They regularly reflect on their practice throughout the week and have started their own self-evaluation. They have identified areas to enhance the provision, such as improving the outside play area to be able to make it more usable in all weathers.

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

Children are very happy, confident and clearly enjoy their time at the pre-school. A bright and welcoming environment is created, with the room well set up in readiness of children's arrival. They have self-register on arrival, and settle quickly into their play. They have a good balance of adult-led and child-led opportunities, that enable them to make progress in their learning and development. They are eager to learn and are encouraged to be active thinkers. Their individual interests are supported. Children have many opportunities to make independent choices when selecting resources that interest them, such as the light box and building with blocks. Children enjoy role play in the shop. They have access to mark-making materials to support them in their play. They write shopping lists and place orders telling each other how much they will have to pay.

Children enjoy a range of craft activities and experiment with texture. They share ideas and learn to handle scissors carefully when collecting from the drawer and walking back to the table. They recall recent activities they have been doing, such as painting with berries and talk about how they had to squash the berries. They concentrate well at their chosen tasks and take a pride in their finished work. They learn problem solving in naturally occurring situations as they play and are becoming familiar with technology. They are keen to learn how things work. They explore with a light box, making patterns and learn different shapes and colours as they play. Children enjoy singing and learning new songs and have access to musical instruments. They develop a good level of concentration as they listen to stories and will select books to look at on their own.

Children learn about their local community through regular outings in the village. They learn about the changing seasons and celebrate festivals throughout the year. They visit the local church on a regular basis. They enjoy making items to be displayed in the church for different festivals throughout the year. Children learn about the wider world with interest and where extended family members live abroad. Children recall recent visits when out and have photographs with comments they have said when they have seen things. They are skilful communicators and confident when talking to visitors to the setting. They engage in frequent conversations with staff about what they are doing at pre-school or events in their family lives.

Children are confident with their self-care and have a self-service snack time. They know to wash their hands before snacks and sit together with their friends. They confidently pour their own drinks and choose from a healthy option of snacks, what they would like to eat. They know they can have more and confidently clear their cups and plates when they have finished. They have regular walks and visits to the park to support their physical development. They are familiar with the routine for the session and actively help to tidy up. Children behave well and they receive consistent praise and encouragement. They are learning new skills for the future. They learn to interact well with their playmates, to share, take turns and to be thoughtful and kind to each other.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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