

Daisy Pre-School

Inspection report for early years provision

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Inspector Ann Austen

Setting address Highfield Road Children's Centre, Highfield Road,
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Type of setting Childcare - Non-Domestic

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Introduction

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Description of the setting

Daisy Pre-School opened in January 2012. It operates from premises within Highfield Road Children's Centre in the town of Kettering, Northamptonshire and is one of three provisions in Northamptonshire owned by the same registered provider. The pre-school is accessible to all children and there is a fully enclosed area available for outdoor play.

The pre-school opens Monday to Friday during the school term time only. Sessions are from 9am until 12noon. Children are able to attend for a variety of sessions. A maximum of 36 children may attend the pre-school at any one time. There are currently 24 children attending who are within the Early Years Foundation Stage. The pre-school provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs four members of child care staff. Of these, all staff hold appropriate early years qualifications. The area manager has Early Years Professional Status and the manager is currently working towards this. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are warmly welcomed into this friendly environment. They are valued as individuals, well cared for and make good progress in their learning and development in relation to their capabilities and starting points. Management and staff are continuing to develop the range and accessibility of resources and the quality of the outdoor area. Safeguarding procedures are very robust. Partnerships with parents are positive and promote the integration of care, education and any extended service. Self-evaluation is used effectively to assess practice and to identify areas for improvement.

What steps need to be taken to improve provision further?

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

- develop further the range and accessibility of resources and the outdoor area as a rich and varied learning environment
- incorporate further a range of programmable toys, as well as equipment involving information and communication technology, into the children's play.

The effectiveness of leadership and management of the early years provision

Management and staff have a comprehensive awareness of safeguarding issues. They are able to competently identify the indicators of abuse and are fully conversant with the procedures to report concerns. Safeguarding policies and guidance procedures are in place to ensure any concerns are prioritised and dealt with effectively. Rigorous recruitment procedures ensure that staff are competent, qualified and suitable to work at the pre-school. Secure systems are in place in relation to the collection of children by appropriate adults and the monitoring of visitors. Thorough risk assessments, together with the staff's excellent understanding of safety procedures, ensure that the premises are safe; for example, the security of the building is a priority and the arrival and departure of the children is carefully managed.

Management and staff have appropriate qualifications, are clear about their roles and responsibilities, and are committed to furthering their professional development. They have aspirations for the continuous development of the provision. Self-evaluation systems are used to highlight successful practice and areas for development. This ensures that the pre-school is responsive to the needs of the children and families who attend. The key person system ensures that one member of staff takes a special interest in the development, welfare and progress of the children. Observational assessment is used effectively to identify children's next steps in their learning and development.

Management and staff are committed to ensuring that the service provided is inclusive for all families. All children and their families are treated with respect and as individuals. The learning environment is bright and welcoming and resources are of good quality. However, current storage constraints hinder the range and accessibility of resources available to children during the session. Subsequently children do not always have sufficient resources to fully support their learning and development. The children thoroughly enjoy outdoor play; however, the outside surroundings are not always used successfully as a learning environment. This potentially limits opportunities for children to develop their knowledge and skills across the six areas of learning while playing outside.

Relationships with parents are open, friendly and professional. Prospective families are given helpful information about the pre-school in the prospectus. A home visit is offered and ongoing information is provided through notices and newsletters. Verbal discussions are shared at drop-off and pick-up times, home-link communication books are provided and parents have regular opportunities to review their child's development record folder. Parents are encouraged to contribute their comments. Staff are developing effective partnerships with the adjoining children's centre and primary school and further links are established with other professionals. For example, staff work with the Special Educational Needs Co-ordinator. Consequently, systems are in place for the early identification of children's learning needs and to ensure quick responses to any area of particular difficulty.

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

Children enthusiastically enter the pre-school. They participate in a range of adult-led and freely chosen activities which supports them in making good progress towards the early learning goals. The development of children's personal, social and emotional development is a particular strength of the pre-school. Good quality interactions help young children to feel secure and confident and relationships are warm and caring. Staff actively encourage the children to develop their personal independence. They learn to independently wash their hands after messy play and help tidy away the toys. Conversations stem from the children's interests, and staff show children how to do things and ask appropriate questions to develop their knowledge and understanding. Children receive frequent praise and reassurance, which effectively enhances their confidence and self-esteem. They are beginning to distinguish between what is right and wrong and to understand the consequences of their actions. Children are learning to take turns and share fairly; for example, they learn to take turns on the tricycles and to share items in the water tray.

Children are developing their ability to use language for communication and are learning to listen and follow instructions. They enjoy songs and stories. Children make marks as they chalk and paint and older children develop pencil control as they create pictures using the stencils. They are encouraged to count and identify shapes. Good use is made of number rhymes, such as 'Five Currant Buns', to develop children's awareness of subtraction. Children use their imaginations as they re-enact familiar scenes in the home corner and play with equipment, such as, the dolls' house, cars and garage. They plant sunflower seeds to learn about growth and participate in dragon dances during Chinese New Year celebrations. However, children have insufficient opportunities to access programmable toys and equipment involving information and communication technology. This potentially limits children knowledge and understanding of this area of learning.

Children benefit from a clean, warm and comfortable childcare environment. Their good health and well-being is actively encouraged; for example, children learn about oral hygiene during a visit from the dentist. Children's individual dietary needs are acknowledged and met because the staff take account of the wishes of parents and discuss dietary requirements with them. They make individual choices from healthy snacks, such as fresh and dried fruit, and enjoy a drink of milk or juice. This activity promotes children's healthy growth and development.

Children have regular access to the outdoors for fresh air and exercise. They are developing the confidence to enjoy moving with control, using their bodies in a variety of ways. Children confidently manoeuvre wheeled toys, play parachute games, hide in the stack of tyres and stamp their feet during movement sessions. They engage in activities that develop hand-to-eye coordination and concentrate as they thread and handle tools, such as scissors, with growing precision.

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	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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

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	2
The extent to which children develop skills for the future	2

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