

Daisy Chain Playgroup

600 Southchurch Road, Southend-on-Sea, Essex, SS1 2PT

Inspection date

17/10/2012

Previous inspection date

24/03/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- A strong key person system helps children to settle quickly and to feel safe, secure and confident. Staff get to know children well and are able to provide them with support and activities which meet their individual needs.
- A very effective system of self-evaluation focuses staff on identifying weaknesses and making improvements, which have a positive impact on children.
- A good range of interesting and engaging activities are available as part of the continuous provision. This ensures that children enjoy themselves while making good progress in their learning and development.
- All staff interact well with children to support their learning and ensure that they feel valued members of the playgroup.

It is not yet outstanding because

- Strategies used to communicate with parents are not yet fully developed in order to engage all parents in how they can support learning at home and how staff support learning and development at the playgroup.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed all areas of the playgroup, including the garden.
- The inspector observed activities indoors and outdoors throughout the morning session and during lunch club.
- The inspector talked to staff, children and to parents with children attending the playgroup.
- The inspector reviewed documentation, including risk assessments, planning and children's assessments.

Inspector

Jenny Howell

Full Report

Information about the setting

Daisy Chain Playgroup has been open since 1991. It is run by Southend Christian Fellowship and operates from two rooms within the Plaza Centre in Southend-on-Sea, Essex. Children also have access to a fully enclosed garden area. The playgroup is open four days a week during school term-time. Sessions run from 9.15am until 12.15pm on Monday, Tuesday, Wednesday and Thursday. A lunch club also operates on Monday,

Tuesday and Wednesday from 12.15pm until 1.15pm.

The playgroup is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 25 children may attend the playgroup at any one time. There are currently 24 children on roll in the early years age range. The playgroup supports children with special educational needs and/or disabilities as well as children who speak English as an additional language.

The playgroup employs six members of staff and three volunteers. Five of the staff, including the manager and deputy hold recognised early years qualifications, and two of the volunteers also hold qualifications. One regular volunteer is working towards a recognised qualification. The playgroup receives support from local authority advisers.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop strategies for engaging all parents in supporting their children's learning at home.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make good progress in all areas of learning through a wide variety of interesting and engaging activities. Staff provide children with a stimulating environment, allowing them to learn through playing with the resources which they have chosen. Ongoing assessment of what children can do helps to ensure staff have a precise understanding of each child's stage of development. As a result, each key person can provide small groups and individual children with the support and challenge they need to extend their learning. Interactions with children are effective. Staff listen to children, asking them questions, introducing new vocabulary and praising their efforts and achievements.

Through careful and sensitive observations staff quickly identify where children need additional support. This is then provided, in consultation with parents, to ensure that children make good progress and soon catch up with their peers. Children demonstrate that they are keen and motivated learners as they access a variety of activities throughout each session.

Children of all ages are able to listen, for example to a story, for an appropriate length of time and can join in with songs and rhymes. Simple sign language is used to support

children's emerging communication and gives more confidence to those whose verbal skills and not yet fully developed. Children show they understand questions and instructions as they describe the weather or help to set out resources. By working in small groups, children develop their confidence in talking to others, working together to count objects or talking about where they have been on holiday.

Children have plentiful opportunities to develop their physical skills. They access a wide range of small equipment such as pencils, play dough tools and play animals and people. Children control these as they make recognisable marks and precisely arrange the family in the doll's house. Children practise larger physical skills as they climb steps, pedal tricycles or race in the 'Olympic Games'. Children's independence is strongly promoted. They help themselves to tissues as needed and are encouraged to put their own coats on. Snack time is organised to promote life skills as children spread their toast and pour their own drinks.

Children behave well, in a calm and purposeful atmosphere. They respect the needs of others and are learning to work together and take turns as they play board games or complete puzzles together. Children learn that they are part of a wider community and world through celebrating national events, such as the Jubilee and sharing photographs from holidays abroad. Good use is made of the local area to learn about the environment. Children collect leaves or build snowmen as the seasons and weather changes.

The well-planned learning environment supports children in learning about words, letters and numbers as they see them displayed purposefully in all areas, to label resources or mark out parking bays for the sit and ride cars. Problem-solving skills are promoted as children work out how to link lengths of drainpipe to create a ball or water chute. Imagination and creativity is expressed through musical instruments, dressing-up clothes and a range of art and craft materials. Children enjoy making colourful patterns through marble painting or feel the texture of paint as they make handprints.

The contribution of the early years provision to the well-being of children

Staff are extremely sensitive and supportive as children settle in. They can bring familiar toys or comforters from home if they wish and access these at any time. Additional adult support is provided for those who need it and staff provide activities which they know will engage those who are new. For example, by making junk model insects with a child who had shown a particular interest in bug hunting outdoors.

Strong bonds with key persons and high numbers of staff help children to feel safe and secure. Children develop the confidence to make the transition to school as teaching staff visit them beforehand and through the provision of a lunch club for older children, to familiarise them with school routines.

Children's good health is promoted through free access to fresh drinking water and regular opportunities to exercise. Children try a variety of fresh fruits and vegetables during snack time, helping them develop a healthy and varied diet. Children's welfare is effectively

promoted by staff who prepare food in line with food hygiene guidelines and operate a strict no nut policy to protect children with serious allergies.

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

Effective procedures are in place to monitor the quality of the early years provision. The impact of planning and assessment for individual children is carefully monitored, ensuring all children make good progress towards the early learning goals. Clear procedures support staff in improving their practice, with prompt and sensitive guidance given by the manager.

All staff are involved in evaluating the playgroup in order to drive improvement. Staff work together to identify any weakness in their practice and bring about improvements, which have a positive impact upon the experiences of children and families. Effective communication with parents ensures children's welfare needs are met and give parents opportunities to find out about their child's learning and development. However, staff do not yet fully engage with all parents about how they can support learning and development at home. As a result parents may be unaware of how they could enhance learning through simple games and activities at home and around the local environment.

Written policies and procedures support staff in safeguarding and promoting the welfare of all children. Risk assessments of all areas and activities ensure hazards are minimised. Sufficient staff are trained in first aid and child protection to ensure children are kept safe. Good relationships with outside agencies, such as the local special educational needs coordinator, help staff secure the support children need in order to make good progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets

		the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	119471
Local authority	Southend on Sea
Inspection number	817840
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	25
Number of children on roll	24
Name of provider	The Trustees of Southend Christian Fellowship
Date of previous inspection	24/03/2011

Telephone number

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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