

# Daisy Hill Pre School

Westhoughton U.R. Church Hall, Leigh Road, Westhoughton, Bolton, BL5 2JE

<b>Inspection date</b>	10/10/2012
Previous inspection date	28/06/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Children are enthusiastic and motivated and demonstrate the characteristics of effective learning.
- Staff have a secure knowledge and understanding of how children learn which ensures that all children make good progress in relation to their starting points.
- Key persons are skilled and sensitive and help children to form secure emotional attachments and effectively support children in their next steps of learning in order to prepare them for transition into school.
- Strong links with parents and their involvement in the self-evaluation processes significantly improve parents understanding of the aims of the provision and how they can help their child's learning at home.

### It is not yet outstanding because

- Systems for monitoring staff are not sharply focused and the programme of professional development is not consistently targeted to ensure that the provision continues to improve their already good understanding and practice.

## 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.

## Inspection activities

- The inspector observed activities in the main play room and outdoor environment.
- The inspector held discussions with the manager and key persons at appropriate times throughout the inspection.  
  
The inspector looked at the observation, planning and assessment systems,
- children's records, evidence of the suitability of staff, including recruitment procedures, and relevant policies and procedures.
- The inspector took account of the views of two parents and a childminder spoken to on the day of the inspection.

## Inspector

Julie Kelly

## Full Report

### Information about the setting

Daisy Hill Pre-School was registered in January 1992 and operates from a church hall from one room with additional use of the main hall. Children share access to a secure enclosed outdoor play area. The setting is situated in the Westhoughton area of Bolton. Children attending come from the local area. It holds charity status and is managed by a committee.

The setting is open Monday to Friday from 9.15am to 12.15pm during term time only. There are currently 24 children aged from two- to five-years-old on roll. Five members of staff are employed who work directly with the children. Of these, one holds an early years qualification at level 3, three hold an early years qualification at level 2 and one member of staff is unqualified.

The setting supports children with special needs and/or disabilities and children who speak English as an additional language. The setting provides flexible free funding entitlement for three- and four-year-olds. The setting is registered by Ofsted on the Early Years Register.

### **What the setting needs to do to improve further**

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

- develop further the systems for staff monitoring, for example, by implementing a targeted programme of professional development to ensure continuing improvement of good practice.

### **Inspection judgements**

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

The key person system is well-established and ensures that staff use effective, targeted strategies to support children's learning and fully meet the individual needs of all children. Children are enthusiastic and eager to learn in this good quality setting. Staff are secure in their knowledge of the learning and development requirements and have a full understanding of how children learn. The learning environment is well organised into areas of continuous provision and planning links to the seven areas of learning. Children learn through opportunities to explore and investigate. There is a strong focus on helping children to acquire personal social and emotional skills and supporting their physical and communication and language development. As a consequence, children make very good progress in relation to their starting points and are well prepared for school and their next stage of learning.

The setting is part of the 'Every Child a Talker' programme which has had a significant impact on the development of children's communication and language skills. Children thoroughly enjoy daily activities devised from the programme, such as identifying animal noises and matching sounds to musical instruments. They enjoy participating in story and singing sessions and often sit in the book corner sharing their learning journeys with staff

and each other. The print rich environment and varied writing experiences support children in their understanding of reading and writing for a purpose. Children's personal, social and emotional development is a high priority in the setting and staff help children to socialise and understand and respect the feelings of others, for example, by providing pictures and photographs of emotions for children to look at and talk about. The development of children's physical skills is enhanced through daily access to the well-resourced outdoor environment where children are stimulated and challenged as they use balancing equipment, tunnels and ride wheeled toys. Children learn mathematical concepts through problem solving activities, such as jigsaws, threading and filling and emptying containers with sand. They learn about technology as they access simple programmes on the computer and explore household implements and create three dimensional models from recyclable materials. Staff teach children skills and knowledge about the world around them by providing practical activities, such as planting and growing fruit and vegetables and baking. Children use their imaginations as they move rhythmically to imitate creatures under the sea and experience hunting for bears.

Planning and monitoring across the seven areas of learning is secure and based on accurate assessment of children's prior skills, knowledge and understanding on entry into the setting. Detailed observations and regular and precise assessments completed by staff ensure that activities planned are appropriate and challenging. Children's learning is further enhanced through close, positive relationships with parents. Staff encourage parents to support and share information about their children's learning at home. Parents access children's learning journeys on a regular basis and make valuable contributions to them. Parents are very complementary about the setting and the care and education their children receive.

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

Skilful interactions and positive relationships between staff and children ensure that children form strong, secure attachments. Children are well-settled in the setting because staff have a thorough knowledge of their likes, dislikes and routines. Children confidently seek reassurance and support from staff if they need help or comfort. Children learn to behave appropriately; they learn from the positive role modelling by the staff and from each other. Their behaviour is good and the staff use consistent and effective strategies that provide clear guidance for children about acceptable behaviour. Children cooperate and collaborate with each other, taking turns and sharing fairly. For example, when playing in the sand, they say 'I'll have that when you have finished' as they play with bubbles and fish in the water.

Staff give high priority to keeping children safe within the setting. Detailed risk assessments and security procedures ensure children can develop and learn in a safe and secure environment. Staff encourage children to take calculated risks as they play outdoors, which helps them to understand how to manage their own risks. For example, children judge the height of the balancing equipment and try it out first then determine whether it is safe before they walk across it. Children are beginning to understand the

importance of a healthy diet through the clear messages they consistently receive from staff. They understand that they need to eat healthy food and their knowledge is further enhanced by their experience of planting, looking after, picking and cooking fruit and vegetables which they have grown in the garden. The accessibility of hand washing facilities, access to tissues, wipes and antibacterial soap ensure children are competent at managing their own personal needs independently. Staff provide appropriate support to prepare children for their transitions to other settings and school. They make links with the feeder schools to ensure reception class teachers are fully informed of their developmental needs prior to entry.

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

Staff have a comprehensive knowledge of the educational programmes and consistent monitoring ensures that children experience a broad and balanced range of experiences that help them progress successfully towards the early learning goals. The arrangements for safeguarding children are well embedded and all staff undertake regular training to ensure their knowledge and understanding of procedures are kept up-to-date. Clear policies and procedures are known and understood by all staff and consistently implemented.

Staff monitor planning and assessment in order to ensure that they are precise and consistent and accurately inform them of children' knowledge, understanding, skills abilities and progress. Children with identified needs are well supported and appropriate interventions are sought to help them achieve their full potential. However, the implementation of a programme of professional development, staff monitoring and supervision is not yet fully embedded or precise in order to ensure that the already good practice continues to improve.

All staff are fully committed to further develop and improve the quality of the provision and practice. The manager uses the self-evaluation process to consistently monitor the environment and identify priorities for improvement. The views of staff, children and their parents are taken into account and ideas and suggestions are responded to quickly and effectively. Staff are aware of their strengths and weaknesses and action plans support children's achievements over time. All actions and recommendations made at the last inspection have been addressed, for example, observation, planning and assessment systems have been reviewed to ensure that they include input from the children and follow children's needs and interests.

### **What inspection judgements mean**

#### **Registered early years provision**

<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
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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

<b>Unique reference number</b>	315975
<b>Local authority</b>	Bolton
<b>Inspection number</b>	819025
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	30

<b>Number of children on roll</b>	24
<b>Name of provider</b>	Daisy Hill Pre-School Playgroup
<b>Date of previous inspection</b>	28/06/2010
<b>Telephone number</b>	07703 703 662

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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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