

Daisy Hill Pre School

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

Inspection date	04/10/2013
Previous inspection date	10/10/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Staff have an excellent knowledge of how children learn and provide a rich, varied and imaginative educational programme, with precise assessment and planning for individual children. As a result, children make rapid progress in relation to their starting points.
- Children have exemplary support to develop their communication and language skills through robust staff understanding and practice, along with support for parents to contribute to this area of learning. They are becoming confident communicators, who interact exceptionally well with both children and adults.
- All staff are exceptionally skilled and sensitive in supporting children to form secure emotional attachments. This provides a strong foundation to enable them to develop their independence and motivates them to explore.
- Staff demonstrate an excellent understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. The rigorous implementation of robust policies and procedures successfully promotes children's safety and well-being.
- Rigorous systems for reflecting on practice, involving all staff, parents and children identify prioritised areas for continued improvement. The setting actively seeks input from external professionals to set targets and focus improvement plans.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children's activities in the main playroom and the outdoor environment.
- The inspector held discussions with the manager and talked to children, staff and key persons throughout the inspection.
- The inspector looked at various documents, including observation, planning and assessment systems, children's records, risk assessments and evidence of the suitability of staff.
- The inspector took account of the views of parents 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 on the Early Years Register. It 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 attend for a variety of sessions and 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 26 children aged from two to five years on roll. There are five members of staff 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 educational needs and/or disabilities and children, who speak English as an additional language. The setting provides funded education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- enrich the excellent use of the outdoor area with increased opportunities for children to explore the natural world, extend sensory play and further ignite their high levels of curiosity.

Inspection judgements

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

Children clearly enjoy their play in the extremely warm and welcoming environment. Planning is tailored to meet each child's individual needs with their interests and stage of development taken into account. Staff work exceptionally well together and consistently combine their skills and knowledge effectively to plan a stimulating and interesting environment. Plans link to individual learning for each child and are flexible to take account of children's interests and spontaneous ideas. For example, children comment that conkers 'look like their mummy's beads'. Staff then plan to thread conkers to make bracelets to respond to the children's interest and build on their existing knowledge, in order to move their learning forward. This enables children to make excellent progress in their development.

Comprehensive observations and assessments, photographs and examples of children's work are included in records of development. These effectively monitor children's progress in relation to their starting points. All progress records are accessible to parents. Children regularly get out their own learning journals and reflect and talk about what is in them. Parents are invited to share children's learning experiences as they receive information about topics and ideas for related learning activities at home. Staff capitalise on the skills and experience of parents to further enrich children's learning opportunities. For example, they invite parents to teach the children Indian dancing and Spanish words and songs. The setting makes excellent use of the local community and places of interests to help children learn about the world around them. For example, they visit the local church, library and woods. Upon their return, they create a model of a church using recyclable materials, read stories and poems and make collage pictures with the things they have found. The highly successful strategies in shared learning help ensure children are extremely well prepared for the next steps in their learning and eventually, school.

Children develop their social skills as staff teach them to play cooperatively, take turns, share resources and collaborate in their play. For example, children work together as they build large construction models and help each other find the most appropriate pieces to make flowers. Communication and language is given extremely high priority with actions used to maximum effect to illustrate and support language development for very young children. The setting is part of the 'Every Child a Talker' programme and the manager is the 'Communication Champion' for the setting. The knowledge and skills gained from this training is successfully translated into practice and has a huge impact on the development of children's communication and language skills. Children are becoming confident communicators as they say that they 'collected acorns, conkers and fir cones on their autumn walk that came from the trees'. They add 'We found feathers but they didn't come off the trees, they came from birds'. Gestures and visual clues are also used effectively to enhance early language skills and support children with special educational needs and/or disabilities. Older children are encouraged through the excellent use of open-ended questions to develop their thought processes and vocabulary. Simple phonic sessions to sound out words help children identify letter sounds and recognise their own and others' names. Children for whom English is an additional language participate fully in the nursery day as strategies to help them develop their language and communication skills are implemented. For example, staff work extremely closely with parents to learn and use key words in their home language and words from different home languages are displayed on the walls. It is an inclusive setting where children begin to value diversity as positive images of culture, ethnicity and gender are embedded in daily practice through staff attitudes, activities and resources.

The exceptionally well-organised environment, both indoors and outdoors, enables children to have the freedom and space to explore and be physically active. For example, children develop their large muscle control and coordination as they balance on bricks, jump in and out of puddles and ride wheeled toys outside. The excellent use of the outdoor environment is an ongoing area for development. There are targeted plans in place to provide children with increased opportunities to explore the natural world, extend sensory play and further ignite their high levels of curiosity. Children develop their small muscle control as they access an extensive range of materials to cut and stick, sprinkle glitter, use pencils, crayons and pens and thread beads.

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

An exceptionally well-established key person system and the highly effective deployment of staff enables children to form strong, secure emotional attachments. Staff's knowledge of their key children and their commitment to nurturing the well-being of every child in their care is phenomenal. This successfully promotes children's developing independence and exploration. Children actively seek out their key person for comfort and cuddles when they need reassurance, are tired, hungry or upset. Key persons respond quickly and sensitively to children's individual needs to ensure they are comfortable at all times. Displays of children's work and family photographs, enable staff to talk to children about significant people in their lives and makes them feel highly valued and respected. Children's coat pegs are labelled with their name and photograph and staff ensure that their learning records are ready for them on the first day of entry. This, along with highly effective settling-in procedures, means that all children develop a very strong sense of belonging to the 'setting family' from the first day they arrive. Children settle very quickly, demonstrating high levels of contentment and confidence.

Staff organise snack times extremely well to ensure that children have the opportunity to socialise with each other and staff and talk about their home and family. They have high expectations of behaviour and children are lively but behave extremely well, showing consideration for equipment and each other as they help tidy away and share resources. Children respond exceptionally well to the day-to-day routines, which demonstrates their sense of self-assurance and that they feel safe and secure within the setting. For example, when the light is turned off, they immediately stop what they are doing and listen extremely attentively to staff as they ask children to tidy up.

Staff consistently give the highest priority to the safety of children and effectively support them to develop their understanding of how to keep themselves safe. Children demonstrate their understanding as they explain that they 'have to pick up toys off the floor, so that they do not fall'. Staff ensure that children are able to manage their own risks by providing them with opportunities and the freedom to take controlled risks as they play outdoors.

Staff promote good health and well-being in a variety of different ways. For example, all children have free-flow access to outdoor provision where they enjoy the benefits of physical exercise and fresh air. Staff are flexibly and appropriately deployed to respond to the flow of movement of children between indoors and outdoors. In addition, children independently access quiet, cosy areas where they can rest and relax and play quietly. As a result, children's all-round physical and emotional well-being is exceptionally well promoted. Children are provided with a wide variety of nutritious snacks, which are carefully planned to ensure they access a healthy balanced diet. Their knowledge and understanding is further enriched as they plant, grow and harvest produce, such as cabbages, runner beans and broccoli from the setting garden. Information is gathered from parents on entry about children's specific nutritional requirements and allergies to ensure that each child's individual dietary needs are met.

Children play a dynamic role in their own learning and their thoughts and suggestions are taken into account by staff for future planning. This, combined with the staff's excellent support, helps build self-esteem and develop skills that will significantly benefit the children as they move onto the next steps in their learning.

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

Leadership is inspirational and the robust process of self-evaluation is extensive and highly effective in ensuring that the setting continues to improve. The manager and staff place a strong emphasis on maintaining high levels of achievement for all children and focus on the impact of teaching on children's learning. They strive to provide the highest standard of service possible to meet the individual needs of all children and their families. The manager and whole staff team have worked incredibly hard to improve their practice since the last inspection. Staff constantly research new ideas and initiatives to improve learning outcomes for children and actively seek the expertise and knowledge of external professionals to put new initiatives into practice. They reflect on their practice on a daily basis and the environment and resources are continually adapted to ensure it meets the individual needs of the children attending. Strengths and weaknesses are clearly identified and systems are in place to secure continuous improvement, including the ongoing review of planning, observation and assessment procedures. Following the recommendation from the last inspection, the manager now has systems in place for performance management, including staff appraisals and supervisions. Staff regularly undertake local authority training and set themselves ambitious targets to continually move their practice forward, including undertaking further professional development training. For example, the manager is currently working towards the Early Years Teacher Status and two members of staff are working towards an early years qualification at level 3. Staff value suggestions and advice and are extremely well supported by the local authority advisers. As a result, they consistently plan for the ongoing development of the setting and promote excellent outcomes for children.

Rigorous systems for monitoring educational programmes, individual planning and assessment are in place, so that children receive a rich and varied learning experience based on their individual needs. The highly precise systems for assessment means that staff can implement early interventions to support children's learning, including the involvement of other agencies and professionals. This demonstrates how the setting is narrowing the achievement gap for groups of vulnerable children. Staff subsequently adapt their planning to incorporate further activities to support those children and the areas of learning identified. As a result, children's individual needs are consistently met through early involvement of relevant external professionals and agencies.

Children's well-being is strongly promoted as the manager gives safeguarding very high priority and makes sure all staff working in the setting are fully aware of their responsibilities. The manager has robust procedures for recruitment, vetting and induction to assess the suitability of staff working with children. All staff attend regular safeguarding training and half of them hold a first aid certificate. The setting is aware of the need to notify Ofsted of changes to the setting. Thorough and recently updated safeguarding

policies and procedures are known by staff and underpin the excellent practice. The external entrance to the building is monitored by staff, who are deployed in the area at arrival and collection times to ensure children are kept safe. Designated staff are responsible for leading safeguarding and behaviour management and a setting Special Educational Needs Coordinator is in place, so that roles and responsibilities are clear. All documentation relating to the safeguarding and welfare requirements is completed to an exemplary standard to support the safe and effective running of the setting.

Highly effective partnerships with parents and other providers ensure that children's needs are quickly identified and exceptionally well met. This ensures that children experience a smooth transition as they move on to school. Children, who require the involvement of external professionals are supported by staff at the highest level because of their outstanding understanding of the importance of partnership working. Parents receive a wealth of information regarding the service and educational programmes; they are fully involved in their children's learning and continuously informed of their progress. Highly complimentary parent feedback during the inspection highlights they are delighted with the service they receive and are incredibly happy with how well their children are progressing. They state that staff 'create a homely feeling' and 'ensure children receive lots of cuddles and individual attention'. Parents say that their children 'make good progress, especially with regard to their social skills, confidence and speech and language development'.

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 action. 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	315975
Local authority	Bolton
Inspection number	903010
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	26
Name of provider	Daisy Hill Pre-School Playgroup Committee
Date of previous inspection	10/10/2012
Telephone number	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, which are usually the childminder's 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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