

Daisy Pre-School

Highfield Road Children's Centre, Highfield Road, KETTERING, Northamptonshire, NN15 6HY

Inspection date	08/12/2014
Previous inspection date	16/05/2012

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		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

- Staff provide a broad range of exciting and stimulating activities that interest and engage children. As a result, all children make good progress.
- Children develop rewarding and trusting relationships with the staff. Consequently, they make secure attachments and flourish in their care.
- Staff have a strong knowledge of safeguarding and prioritise children's safety and well-being at all times.
- The staff build effective relationships with parents. This means that they are able to quickly identify children's emerging needs, ensuring that their well-being is fully met.
- The management team monitors the pre-school well. They have a good understanding of their strengths and areas targeted for further development.

It is not yet outstanding because

- Staff do not always provide opportunities for children to further develop their already good mathematical and literacy skills in the outdoor learning environment.
- Partnerships with other providers are not fully established to share information about children's learning more extensively, to ensure that they make best possible progress.

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 activities within the main playroom and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager and spoke with staff members and children during the inspection.
- The inspector looked at children's assessment records and planning documents.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

Inspector

Andrea Price

Full report

Information about the setting

Daisy Pre-School was registered in 2012 and is on the Early Years Register. It is situated in the town of Kettering and is managed by a private individual. The pre-school serves the local area and is accessible to all children. It operates from Highfield Road Children's Centre, situated in the grounds of Greenfields Primary School. There is an enclosed area available for outdoor play. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications ranging from level 3 to level 6. The manager holds Early Years Professional status. The pre-school opens Monday to Friday, term time only. Sessions are from 9am to 12 noon. Children attend for a variety of sessions. There are currently 27 children attending who are in the early years age group. The pre-school provides funded early education for two, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- provide even more opportunities to support children's already good skills in mathematics and literacy by, for example, ensuring that children can see printed numbers and use mark-making resources in the outdoor learning environment
- extend the arrangements for sharing information about children's learning with other providers who are also involved in their lives on a daily basis, to ensure that children receive a consistent approach to their learning.

Inspection judgements

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

All staff are qualified and experienced in caring for children. As a result, they have a good knowledge and understanding of how to promote the learning and development of young children. Staff provide an interesting and challenging range of activities, which covers all seven areas of learning. Key people have a good knowledge of each of their children's stage of development and discusses this clearly and confidently. Staff make regular observations of children during play, and effectively support their ongoing progress. Staff plan for individual children, ensuring that they make good progress, and develop the skills required for their future move to nursery and school. They carefully identify children's next steps in learning, setting challenging but achievable targets for children's future development. Staff complete effective assessments of their progress, sharing these with parents. This includes a good use of the progress check completed for children between the ages of two and three years. This practice ensures that staff can identify any gaps in learning and plan ways to support children to achieve. Additionally, staff give suggestions

to parents about how they can support their children's learning at home. Parents also have access to their children's learning record, where they can add their comments, enabling them to share information about their child's development.

Children enjoy the time they spend in the pre-school and are gaining appropriate skills to prepare them for their future learning and school. Staff encourage older children to write their name, which means children become familiar with words that have particular significance to them, and supports their early literacy skills. Staff also teach children how counting can be used for a purpose during every day routines, which promotes their mathematical development. For example, children are encouraged to count how many children are present. Staff display numbers effectively inside and provide children with a range of mark-making resources in the main playroom. However, staff do not extend these opportunities to the outdoor environment, to further support children's developing mathematical and literacy skills, particularly for those children who are more receptive to learning outdoors. Staff have identified that some children love being outside and have, therefore, ensured that they can access the outdoors freely. Children are able to be physically active, riding bikes, running, and carrying out investigations of how water flows through tubes. This is effectively supported by staff who ask how, what and why questions. This fosters children's ability to think creatively and problem solve.

Staff support children's communication development well. Children seek out staff and enjoy listening to stories, read by them. Children engage well and eagerly choose their own books to read independently. Staff talk to children about the stories, ensuring that they are developing a secure understanding about the storyline. Staff further support children to develop their imagination. For example, children are highly engaged as staff make up stories, use props, and ask children to add their own thoughts and ideas. Furthermore, staff lead singing and rhyme activities to teach children about word patterns and to encourage their listening skills. Staff have good knowledge of how to effectively support children with special educational needs and/or disabilities and currently practices ensure that their individual needs are met. Staff liaise regularly with parents and other professionals involved with children, such as speech and language therapists. They complete individual educational plans and support the process of future assessment. Staff have developed secure relationships with the adjacent primary school, inviting new teachers into the pre-school to share relevant information. As a result, children are fully supported during their move to school. Further arrangements are not so established for exchanging information with other providers, who share the care and learning of the children on a daily basis.

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

Staff establish close and caring relationships with children. As a result, they know the children very well and are able to meet their care and learning needs effectively. A successful key-person and buddy system helps children to settle quickly. This ensures children are secure, happy and confident in this friendly, welcoming pre-school. For example, children thrive and enjoy the different experiences offered, both inside and outdoors. Staff obtain detailed information from parents when children first start at the

pre-school. In addition, staff offer home visits to parents, allowing children to meet with staff before they enter the pre-school. This enables staff to identify children's individual needs and to put effective strategies in place, supporting their move from home to pre-school. For example, staff identify topics of interest, their dislikes and care routines. Staff, therefore, are able to provide activities that will be enjoyable and set age-appropriate challenge. Staff use their secure attachment with children to provide nurture and encouragement. Staff support younger children to succeed and achieve their goals, as they create a try again attitude, when children attempt to serve themselves during snack time. Furthermore, staff playfully create a tidy-up train at the end of the session. Staff thank children and recognise them individually for their part in the process. This builds children's self-esteem and confidence. Consequently, children are developing good social awareness, and older children are well prepared emotionally for any move and the next stage of their learning, including school.

Children learn about other cultures and people through planned and spontaneous discussion and activities. They enjoy national and international festivals and celebrations. In addition, the pre-school provides children with a diverse range of recorded music to enable them to experience a rich and full range of music. Children gain a strong sense of self. For example, children are keen to show visitors photographs of themselves immersed in play. Staff display these effectively, showing links to the learning that children can make. Staff are good role models and use positive techniques for managing children's behaviour. This has a positive impact on helping them to develop their social skills and builds their self-esteem. Staff fully understand the challenges that can affect the behaviour of children and the frustration that can occur for them. They have effective strategies in place to support all children. As a result, children make significant progress and develop coping mechanisms to manage their own behaviour. In addition, staff support them to consider the difference between appropriate and inappropriate behaviour.

Staff support children to independently access drinks and attend to their own personal care in the bathroom, accessing liquid soap and hand towels. Children benefit from eating the healthy snacks provided by the staff who reinforce their understanding of following a healthy diet. Staff foster children's understanding and enjoyment further, as they regularly take part in baking and cooking activities. Children have a good understanding about health and hygiene through established daily routines, as staff provide clear explanations about why they must wash their hands. They are proactively learning about personal safety because they respond to clear safety procedures. For example, staff discuss with the children why they must not run inside. In addition, children are actively involved in fire evacuation practises and staff support them to understand what to do in an emergency.

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

The management team and staff take all necessary steps to keep children safe and well. They fully understand their responsibilities to safeguard the children in their care and know the procedures to follow if they have any concerns. Children are suitably protected as staff supervise them well. Accident are appropriately recorded and monitored, helping

to ensure that safe practice is consistently maintained. Recruitment procedures are rigorous and follow the guidance on safer recruitment. The management team ensures that new members of staff given a mentor as part of the induction process. This gives support to new staff and swiftly develops their practice in the pre-school. Staff carry out risk assessments to identify any risks and ensure that the environment, resources and equipment are safe by minimising these.

The pre-school has a clear drive for continuous improvement, and is managed well. The highly qualified and dedicated staff team work closely together. This has a very positive impact on the overall effectiveness of the setting. Staff have regular supervisions and this gives opportunities for the management team to quickly address any concerns and provide appropriate support. For example, the pre-school has successfully addressed the recommendation that was raised at the last inspection. Children are now given greater access to the outdoor learning environment and the pre-school has accessed a grant to build upon the information and communication technology resources. This enables staff to plan more effectively for each child and to ensure that the activities and environment provides them with challenge. Consequently, staff have improved the outcomes for children. Staff recognise the importance of self-evaluation and self-reflection. They know what their strengths and priorities for development are and what the pre-school needs to do in order to improve. The staff work closely in partnership with parents and actively seeks their views to help influence decisions.

There is a good relationship with parents, which contributes to children's well-being and sense of belonging. Parents spoken to during the inspection are happy with the care their children receive. They typically comment on how their children are very happy and that staff are friendly. Staff's relationships with other professionals and agencies involved in children's learning and care are also good. They share good information with local schools to promote continuity in children's learning. In addition, staff fully understand the importance of working in partnership with external agencies to ensure they tailor any plans to meet the needs of children with special educational needs and/or disabilities. This contributes to narrowing any gaps in children's learning, given their starting points. That said, partnerships with other providers of early years care and education, which children may also attend, are not so well developed to ensure that all children continue to make the best possible progress.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY439511
Local authority	Northamptonshire
Inspection number	854005
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	36
Number of children on roll	27
Name of provider	Claire O'Leary
Date of previous inspection	16/05/2012
Telephone number	01536515609

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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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