

# Daisychain Preschool

1st Chudleigh Scout Group Headquarters, Fore Street, CHUDLEIGH, Devon, TQ13 OHX



## Inspection date

15 April 2015

Previous inspection date

5 December 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff consistently provide attractive and well-resourced indoor and outdoor areas which offer exciting and challenging opportunities for children. This enables children to learn and make progress in all aspects of their development.
- Staff demonstrate a thorough knowledge of child development and use this effectively to make accurate assessments of children and support them in their next steps of learning.
- There are strong partnerships with external agencies and other settings. As a result, the individual needs of children and their families are professionally and sensitively supported. All children are well prepared for their move to school.

### It is not yet outstanding because:

- Staff occasionally miss opportunities to introduce new words to extend children's language and communication.
- Although children's progress is shared with parents on a termly basis, staff do not always keep them informed more regularly.

## What the setting needs to do to improve further

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

- take every opportunity to introduce new words to children to further extend their language and communication
- implement more frequent methods of sharing information with parents about their child's development.

## Inspection activities

- The inspector completed a joint observation with manager.
- The inspector spoke with parents and children.
- The inspector observed children during a free-play session.
- The inspector held discussion with all staff and the manager at appropriate times during the inspection.
- The inspector sampled a range of documentation, including policies and staff records.

## Inspector

Catherine Holroyd

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children have a broad and exciting range of learning opportunities which staff regularly adapt to meet the needs and interests of all children. Key persons accurately assess children's needs and implement effective strategies to support them. For example, they use sign language to support children's communication. Staff fully engage and motivate children and encourage them to communicate during activities. Children really enjoy the challenge of the climbing frame which develops their physical skills as they climb to the top of the slide. Key persons are committed to building positive relationships with all families to provide the best outcomes for children.

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

Key persons work very closely with children to build secure attachments and encourage their independence. Throughout the session, staff give children time to help each other and manage their own risks. For example, children fasten each other's aprons, help at snack time and wait for other children to move before going down the slide. Behavioural expectations are clear and consistent and staff encourage children to consider the consequences of their actions. Children ask for help and practise new skills with support from staff. Children starting at the local primary school benefit from school visits to help them as part of the transition process. Staff demonstrate a thorough knowledge of child protection and clearly understand their responsibility to safeguard children.

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

Staff provide focused activities to enable children to make good progress, following the positive improvements to the observation and planning process. Management and staff work with the local advisory teacher to reflect on practice and continuously improve outcomes for children. Staff closely monitor children's achievements and provide appropriate interventions for children who need additional support. Staff have positive relationships with parents and external agencies, including speech therapists, and share clear and in-depth information. The manager supports staff well through regular mentoring and training. She works effectively with staff to identify areas for professional development. Recent training has helped staff to consider the impact that events in children's early stages may have on their later development.

## Setting details

<b>Unique reference number</b>	EY429942
<b>Local authority</b>	Devon
<b>Inspection number</b>	823552
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	32
<b>Name of provider</b>	Daisychain Pre-School Ltd
<b>Date of previous inspection</b>	5 December 2011
<b>Telephone number</b>	07738955396

Daisy Chain Pre-School was registered in September 1999 and is privately run from the Scout Hall in Chudleigh, Devon. The setting operates during term time, from Monday to Friday, with sessions running from 9.15am to 12.15pm. On Tuesday, Wednesday and Thursday they offer afternoon sessions until 3.15pm. The setting is in receipt of funding for nursery education for children aged two, three and four years of age. There is a holiday club operating during the summer holidays. The proprietor and four members of staff work with the children. The manager and one member of staff hold qualifications at level 3. Other staff hold qualifications at level 2 or are currently in training.

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