

Daisy Chain Pre-School

St Christopher's Hall, Renfrew Road, (North East), Ipswich, Suffolk, IP4 3HE



Inspection date	17 June 2015
Previous inspection date	12 January 2010

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- All children make ongoing progress because staff have high expectations of them. Staff offer a wide range of adult-led and child-initiated activities that motivate children to learn. Consequently, children are keen to learn more and they demonstrate a love of learning.
- The provider works closely with the manager and staff team to effectively evaluate the educational programme and children's progress.
- Children play very well together. They express their own ideas and enjoy playing with other children of a similar age. For example, during role play they discuss what foods they are going to cook and who the food is for.
- Partnerships with parents and other professionals are well established, and children receive a consistent and continuous approach to their learning. This means that children are supported well to achieve their very best.
- Children are safeguarded well. Staff demonstrate a good understanding of the procedures to follow should they have a concern about a child's welfare. Rigorous recruitment systems ensure that newly appointed staff are suitable to care for children.

It is not yet outstanding because:

- Staff do not always identify opportunities to set older, more-able children further challenges. This means that, on occasions, this group of children is not given higher levels of challenge to support their best possible progress.
- Processes used to evaluate and further develop staff's good teaching skills are not yet fully effective. Consequently, teaching is sometimes varied.

What the setting needs to do to improve further

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

- support older, more-able children's rapid progress by recognising and making best use of opportunities to challenge and extend their developing skills and learning
- enhance the systems for monitoring staff practice, for example, by using peer observations and sharing staff's good knowledge and practice, so that children make best possible progress.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and outdoors.
- The inspector spoke with staff members and children during the inspection.
- The inspector held meetings with the manager of the provision.
- The inspector looked at children's assessment records and planning documents.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Andrea Price

Inspection findings

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

Staff use a wide variety of teaching strategies to motivate children to learn and develop the skills they will need for school. Regular observations and assessments are undertaken which clearly identify next steps in learning for each child. Children's language and communication skills are effectively promoted as they frequently speak to staff and other children as they play. Children have great fun as they play with water. Staff support this interest by teaching concepts of full and empty. Children use simple mathematics as they count before splashing water into a tub. They enjoy being creative and talk excitedly with their friends about their paintings, showing great pride in their work. However, staff do not always present older children with challenges that test and extend their skills, such as encouraging them to write their names on pieces of work. However, children are being prepared well for the next stage in their learning.

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

All children are warmly welcomed by staff as they enter the pre-school. Children are happy, confident and eager to learn. They make strong friendships and build secure attachments with key staff. Staff demonstrate a clear understanding of their roles and responsibilities to promote the safety, welfare and learning of children. Children's behaviour is managed well. Older children are given age-appropriate responsibilities, such as helping to set out tables for snack. This fosters their confidence and independence skills. Healthy lifestyles are promoted well. Visual prompts encourage all children to wash their hands after toileting. Children enjoy many opportunities for fresh air and exercise in the well-equipped outdoor learning environment. Children climb on and over larger apparatus. They enjoy sliding down the slide, and being met by caring staff who supervise them well. Effective procedures enable children to make smooth transitions from home to pre-school and onwards to school. New teachers are welcomed into the pre-school. Staff pass on information about individual children. This ensures that children's care needs are known in advance.

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

The manager fully understands her responsibilities in all aspects of the Early Years Foundation Stage. Supervision of staff is in place. However, systems to support the good practice demonstrated by staff are not yet robust. Staff are not yet able to reflect upon their own practice or offered constructive feedback on how to enhance their skills. Effective procedures ensure that potential hazards are minimised. There is good capacity for future improvements. The provider has successfully met the recommendations raised at the last inspection. This has had a positive impact on working in partnership with parents. Staff regularly attend training that has updated their knowledge and has impacted on the outcomes for children. Parents state that they are very happy with the service offered, that staff are very professional and supportive. Parents believe that their children have made good progress, such as gaining confidence since starting.

Setting details

Unique reference number	251462
Local authority	Suffolk
Inspection number	864450
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	18
Name of provider	Daisy Chain Playgroup (Ipswich)
Date of previous inspection	12 January 2010
Telephone number	01473 725 115 (switchboard)

Daisy Chain Pre-School was registered in 1974. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and 4. The pre-school opens each weekday morning, term time only. Sessions are from 8.45am until 11.45am. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

