

Daisy Chain Pre School

c/o Thurlstone Primary School, Royd Moor Road, Thurlstone, Sheffield, South Yorkshire, S36 9RD



Inspection date	16 June 2015
Previous inspection date	18 October 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

- The indoor and outdoor learning environments are welcoming and stimulating, and the outdoors is used well. When playing in the garden, older children express their own ideas, thoughts and use their imaginations very well. Children have great fun pretending to go on camps. They use the mud kitchen to create soups, which they pretend to cook over their campfires.
- Children have good relationships with staff and they are happy and settled in their care. Staff manage children's behaviour well and they encourage children to have good social skills. As a result, children are confident to make friends and they are kind and play with others very well. These skills support children as they embrace their next stage in learning, such as starting school or nursery.
- Staff have high regard to the safety of children. They have a good understanding and knowledge of child protection issues and procedures. Consequently, children play safely and staff protect them from harm.
- All staff are qualified and they make good use of their knowledge, training and support from other professionals to improve learning opportunities for children. As a result, they reorganise the environment to enhance the provision of mathematics and to optimise space to promote stimulating areas for play.
- Staff provide 'parent resource packs' that include a selection of activity ideas and resources that they can enjoy doing with their children at home.

It is not yet outstanding because:

- Staff are not always using information from parents and assessments to consistently plan for younger children's best possible progress.
- Management do not always effectively use supervision sessions to assess the quality of teaching.

What the setting needs to do to improve further

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

- enhance planning for younger children by making better use of information from parents and assessments, so that all activities support children to make the best possible progress
- enhance the use of supervision and monitoring of staff's performance and practice, to promote teaching that is first rate and consistent in supporting children to achieve to the highest level.

Inspection activities

- The inspector observed activities in the main playroom and outdoors.
- The inspector spoke to the children and members of staff. She held discussions and meetings with the manager and committee representative during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's records, planning documentation and a range of other documentation, including policies and procedures. She discussed self-evaluation and checked evidence of the suitability and qualifications of staff working with children.
- The inspector took account of the views of parents and/or carers spoken to on the day of the inspection.

Inspector

Helen Blackburn

Inspection findings

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

Staff have a secure understanding of young children and, the quality of teaching is good. Consequently, staff support children's good progress and readiness for school. Children approach their play with enthusiasm and they are inquisitive learners who eagerly join in activities. For example, older children excitedly talk to staff about how the tadpoles are changing or about the insects they find when digging in the garden. Key-persons regularly observe children and this means they are aware of children's skills. However, not all staff are using information from their assessments or children's learning at home, to plan for younger children's individual learning needs. As a result, during some activities, younger children quickly lose interest and find it hard to concentrate. Children are confident and they are skilful at solving problems. For example, children explain to staff that they need to lift their pipe higher so that the water flows down it.

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

Staff make good use of settling-in visits to get to know children. As a result, they effectively meet their individual care needs. Staff work closely with local schools to make sure things go smoothly when children move on. Staff take children on visits to school and talk about what to expect, so that children embrace starting school with confidence. Staff provide a good range of activities and resources across all areas of learning that children can access safely and independently. Staff provide a safe and clean environment for children to play and through improving medication procedures, parents now know when medication is administered to children. Staff promote children's health effectively. Children adhere to good hygiene routines and they enjoy healthy snacks. Children have a good awareness of risk, safety and dangers. For example, children pretend to put out fires and explain how the emergency services help keep people safe.

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

Staff maintain all required documentation and recruitment and vetting procedures are robust to ensure children are safe. Management make good use of action planning, to set clear goals to improve and they use their wish tree to share their vision and to encourage others to share ideas. Since the last inspection, they have extended resources to help children to learn about simple technology and how things work. Management use supervisions to manage staff performance. However, they are not robust enough to monitor the quality of teaching so that all staff promote first-rate practice. Consequently, when staff interact with groups of children they are not always involving all children in conversations. Therefore, not all children gain new skills and knowledge so that they progress even more rapidly. Parents speak highly of the pre-school. They say staff are supportive and children are always happy to attend. Staff work well with other settings and agencies to ensure children experience continuity in their learning.

Setting details

Unique reference number	EY235277
Local authority	Barnsley
Inspection number	870011
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	70
Name of provider	Daisy Chains Pre School (Thurlstone & Millhouse)
Date of previous inspection	18 October 2010
Telephone number	01226761852

Daisy Chain Pre School was registered in 2002 and is managed by Daisy Chains Pre School (Thurlstone & Millhouse). The pre-school employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 and above. The pre-school opens from Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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