

Daisy Chain Pre-School

Methodist Church Hall, Station Road, Westbury, Wiltshire, BA13 3JL



Inspection date

8 March 2018

Previous inspection date

5 November 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Staff have an exceptionally caring ethos that puts children at the centre of everything they do. They build very strong relationships with children. They get to know them exceptionally well and give them lots of individual attention.
- Children make excellent progress. They are enthusiastic learners who enjoy their investigations alongside staff, who are expert in their knowledge and understanding of how children learn and develop.
- The manager leads a very precise drive for improvement, excellently supported by the cohesive, highly experienced pre-school team. There is a strong shared vision of providing the very best for children. Self-evaluation is rigorous and accurate and involves parents and children to identify priorities for continued improvement.
- Partnership working is a central feature of the pre-school's practice. Key persons are acutely aware of children's individual needs. They work very closely with parents and other health, care and education partners to ensure children get the support they need.
- Key persons are very proficient in tailoring their planning and maintain an extremely sharp focus on each child's learning needs, preferences and interests.
- Staff provide very responsive support when children are struggling to understand expectations. They patiently help children to appreciate the needs of others and to learn how to manage their behaviour. This includes children who require additional support.

What the setting needs to do to improve further

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

- review the implementation of the planned changes to enrich children's experiences of the natural world and evaluate the impact these have on their learning.

Inspection activities

- The inspector observed activities in both of the main playrooms and the outside learning environment and conducted a joint observation with the manager.
- The inspector held a meeting with the manager of the provision. She spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at children's assessment and planning documentation, the setting's risk assessment and safety records.
- The inspector checked evidence of the suitability and qualifications of staff working within the setting, the provider's evidence of self-evaluation and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day and by reading their comments on questionnaires given to the manager.

Inspector

Rachel Howell

Inspection findings

Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Staff efficiently implement the pre-school's procedures and risk assessments to ensure children receive the best possible care and are kept safe. The manager's strong recruitment and thorough induction procedures, regular in-depth supervision and monitoring of practice support the high-quality teaching children receive. Her sharp focus on staff training closely supports staff to share and implement new ideas, such as superb ways to involve children in evaluating play and resource opportunities. The manager scrutinises the progress of groups and individual children to promptly identify gaps in learning and the effectiveness of teaching. Specific programmes of support are implemented to help those gaps close rapidly, such as innovative social and communication sessions for children. The manager has identified the need to provide further opportunities for children to learn about nature and caring for the environment.

Quality of teaching, learning and assessment is outstanding

Staff never tire of joining in or leading activities to enhance children's enjoyment and support their development to the highest possible level. They act as effective role models and use real-life props to enrich children's play. For example, they become the 'stylist' or children's 'models' in the role-play hair salon. They ask probing questions to help children think, develop their ideas and recall experiences. Children talk about having 'clippy things' used on their hair. They recognise numbers and count out coins as they act out paying and enjoy booking another appointment. The responsive and highly effective support children receive is evident to all. Parents are full of praise for the dedicated staff team.

Personal development, behaviour and welfare are outstanding

Staff make excellent use of all areas of the nursery and garden to present exciting and inviting spaces that children are very eager to explore. Children experiment and create for long periods. For instance, they become absorbed as they make beautifully detailed junk models of unicorns using a wide range of resources from the art area. They enjoy being active and develop their coordination skills very effectively. For instance, staff highlight shadows falling on the large chalkboard outside and children excitedly make water paint marks of their shadow outline. Children cooperatively construct with large blocks and planks. Staff encourage them to solve problems and take on challenges, such as creating platforms and walkways. Children have fun negotiating their self-made obstacle course.

Outcomes for children are outstanding

Children's confidence, independence and communication develop excellently alongside the reassuring and exceptionally well-targeted support of staff. For example, young children persevere in peeling and separating the pieces of their orange at snack time and learn new words in context, such as 'segments'. They are motivated to develop their social skills and conversation abilities as they actively take part in exciting group discussions, games and story time. Children who have special educational needs (SEN) and/or disabilities and those for whom the pre-school receives additional funding have excellent opportunities to reach their potential. Children acquire exceptional concentration and listening skills. They are exceedingly well prepared for life at school.

Setting details

Unique reference number	145852
Local authority	Wiltshire
Inspection number	1127184
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	30
Name of registered person	Sarah Fox
Registered person unique reference number	RP513062
Date of previous inspection	5 November 2015
Telephone number	07890 864347

Daisy Chain Pre-School registered in 1997. The pre-school employs seven members of childcare staff, all of whom hold appropriate early years qualifications from level 2 to level 6. The pre-school opens Monday to Thursday from 9am until 3pm and on Friday from 9am until midday, during school term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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