

# Daisy Chain Pre-School

Daisy Chains Preschool, 923 Ashton Road, Oldham, Lancashire OL8 3HX



<b>Inspection date</b>	4 December 2018
Previous inspection date	8 October 2015

<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
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The well-qualified staff have a very good knowledge of the current and future developmental needs of the children in their care. Overall, they plan a wide range of challenging activities and experiences that captures children's interests and motivates them to learn.
- Staff make good use of information from observations to assess children's development accurately. They seek detailed information from parents when children first start at the pre-school. This helps staff to obtain a clear picture of what children already know and can do, and plan effectively for the next steps in their learning. Children make good progress.
- The highly skilled and knowledgeable special educational needs coordinator (SENCo) is valued immensely and is an exceptional asset to the staff team. She is fully committed and passionate about her role and strives to ensure that children receive the appropriate support they need, to help to ensure that they can make the very best possible progress.
- Children make extremely close relationships with key persons and all staff. They develop strong friendships with each other and play cooperatively. Children demonstrate extremely high levels of confidence, independence, emotional security and self-esteem.
- Staff's partnerships with external professionals and other early years providers are extremely effective. Their shared approach to children's care and learning helps to promote high levels of consistency and continuity for all children.
- Staff do not make the best use of the outdoor environment to help to enhance the development of children who prefer to learn outside.
- Staff do not consistently seek the views of parents to help to identify further areas for improvement of the pre-school.

## What the setting needs to do to improve further

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

- enhance experiences available to those children who prefer to learn outside to help to support and extend their achievements further
- strengthen the arrangements for self-evaluation to include the views of parents consistently, to help to identify further areas for improvement.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held a meeting with the manager. She spoke to the SENCo, staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation of a planned adult-led activity with the deputy manager.
- The inspector looked at relevant documentation, such as safeguarding policies and procedures, children's records, and evidence of the suitability and qualifications of staff working in the pre-school.
- The inspector took account of the views of parents spoken to on the day of the inspection.

### Inspector

Julie Kelly

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a secure knowledge of the referral procedures to follow should they have concerns about the health or welfare of a child. They are fully aware of what to do and whom to contact in the event of an allegation made against a member of staff. The deputy manager is responsible for monitoring staff's performance. She carries out supervision meetings and observes practice to identify the individual learning needs of staff. Their training focuses on helping to improve learning outcomes for children. This has a positive impact on the overall effectiveness of the pre-school. The manager carefully checks the progress made by all children who attend the pre-school, including different groups of children. This helps to ensure that gaps in learning are quickly identified and external intervention sought, when necessary.

### Quality of teaching, learning and assessment is good

Staff use indoor activities to maximum effect to help to promote several areas of learning. Children thoroughly enjoy creating a winter wonderland and making artificial snow. They measure how much water they need to add to the powder and listen carefully to instructions. Staff provide a running commentary and introduce new words, such as 'fir cone', 'colander' and 'Inuit', to help to extend children's vocabulary. Children talk confidently about penguins needing feathers to keep them warm. They make links in their learning and relate the activity to experiences from home. For example, they explain to staff that they need to keep warm but if they wear too many clothes in bed they 'get too sweaty'. Staff skilfully adapt the support offered and language used to ensure all children are included in activities. They provide excellent support for children who have special educational needs and/or disabilities and children who speak English as an additional language. For example, they use sign language, pictures and props to help to develop children's communication and language skills.

### Personal development, behaviour and welfare are outstanding

Children are extremely happy and well settled in the pre-school. They demonstrate high levels of independence as they manage their own personal care needs in readiness for school. For example, they take off and hang up their coats and help themselves to snacks. Staff make fantastic use of opportunities to teach children about the importance of healthy eating. For example, they talk to children about food that is good for their bodies and read books about healthy eating. They invite the dentist into the pre-school to talk to children about dental hygiene. Staff create a culture of mutual respect and provide children with extensive opportunities to learn about diversity beyond their own experiences. Children's behaviour is exemplary. They are extremely kind and helpful towards staff and each other.

### Outcomes for children are good

All children make good progress. Older children have strong literacy skills, such as clearly writing their name. Children make independent choices in their learning, play together harmoniously, and listen to and follow staff's instructions well. They develop a wide range of skills that helps to prepare them well for the eventual move to school.

## Setting details

<b>Unique reference number</b>	511719
<b>Local authority</b>	Oldham
<b>Inspection number</b>	10065373
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Daisy Chains Pre-school (Oldham) Committee
<b>Registered person unique reference number</b>	RP527757
<b>Date of previous inspection</b>	8 October 2015
<b>Telephone number</b>	07727132233

Daisy Chain Pre-School re-registered in 2001 and is located in Oldham, Lancashire. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and one holds a qualification at level 2. The pre-school opens from 9.15am to 4pm on Monday to Friday, term time only. Children attend for a variety of sessions. The pre-school provides funded early education for two-, three- and four-year-old children.

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