

Daisychain Preschool

Methodist Church Hall, Hermon Hill, Wanstead, London E11 2AR



Inspection date	25 March 2019
Previous inspection date	13 January 2016

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

Summary of key findings for parents

This provision is good

- Effective systems for monitoring children's progress help to identify gaps in their development. The manager uses her skills and knowledge from training around special educational needs and/or disabilities to swiftly secure interventions for children who require additional support. This helps all children make positive progress from their starting points.
- Staff provide engaging opportunities for children to practise mark making and develop their early writing skills. Children understand writing for a purpose. For instance, they pretend to make shopping lists and write recipes as they prepare soup in the role-play kitchen.
- Staff are wonderful role models. They treat children and one another with care, kindness and respect. Children mirror this and form positive relationships with key persons and their peers. Children are excited to see friends arrive and are quick to involve others in their play.
- Children work well within development typical for their age. Older children recognise letters and understand the phonetic sounds they make. This contributes to enhancing their early literacy skills well. Outcomes for children are good.
- The manager identifies that children's enthusiasm and curiosity flourish in the outdoor area and is currently developing this space. Building on this even further will increase children's opportunities to explore and learn in the natural environment.
- Arrangements to monitor staff and identify areas for improvement are not fully in place, in order to have a positive impact and help raise the quality of practice to an even higher level.

What the setting needs to do to improve further

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

- build on current arrangements to develop the outdoor space even further, to continue to enhance children's opportunities to learn in the natural environment
- improve systems for staff supervision to identify strengths and areas for improvement, to raise the quality of practice to an even higher level.

Inspection activities

- The inspector observed activities and play indoors and outdoors, and looked at a range of resources available.
- The inspector spoke with children, parents, staff and the manager throughout the inspection.
- The inspector and manager carried out a joint observation of an activity.
- The inspector sampled documentation, including policies, risk assessments, training certificates and children's learning records and planning.

Inspector

Leanne Stranger

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. Staff have a secure knowledge of the signs of potential abuse. They know the policies and procedures to follow to escalate concerns about a child's welfare. Self-evaluation is accurate. The manager involves parents and staff in evaluating practice. She reflects on the provision and works well with the local authority early years team to continually improve practice. Partnerships with parents are a real strength of this setting. The manager works hard to support families and share relevant information about children's progress and school readiness. This helps build a continuity of care between home and pre-school. The manager is passionate about ensuring a varied curriculum is fully inclusive. This supports all children to make good progress towards their early learning goals. Gaps in different children's development are closing.

Quality of teaching, learning and assessment is good

Staff make effective use of observations and assessments to build a clear picture of children's interests and levels of development. This contributes to planning activities that engage children successfully. For example, staff build on children's interest in pirates as they organise digging for treasure. They discuss the colours and shapes of jewels they find and count them as they fill the chest. This helps promote children's communication skills and develop their mathematical understanding well. Staff challenge children to develop their large movements successfully. They encourage children to wave big bubble wands, paint walls with water and take part in stretching sessions to improve balance and coordination.

Personal development, behaviour and welfare are good

Staff create a welcoming environment and are responsive to the needs of individual children. This helps children settle quickly into their day. Staff support children to develop independence skills successfully, such as pouring their own drinks and clearing away plates. Children enjoy attempting tasks for themselves, but also develop the confidence to request further support, when required. Resources and activities sensitively reflect the diversity of children who attend. For example, children care for dolls that represent different ethnicities and play in an opticians to help reduce negativity around wearing glasses. Children celebrate one another's similarities and differences. They learn to consider risk and care for their surroundings well. For instance, when staff highlight that messy play resources are on the floor, children quickly collect a dustpan and brush to sweep up and create a clean environment.

Outcomes for children are good

Young children make choices about their play and the books they look at with staff. They sit and listen intently to stories that engage them. They develop an enjoyment of reading that contributes to their future learning. Children practise dressing in school uniforms and put on clothing independently. They patiently line up and wait their turn at the hand washing station. This helps prepare them for their move on to school.

Setting details

Unique reference number	128461
Local authority	Redbridge
Inspection number	10065581
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	32
Number of children on roll	20
Name of registered person	Daisychain Preschool Committee
Registered person unique reference number	RP904718
Date of previous inspection	13 January 2016
Telephone number	0208 530 1230

Daisychain Preschool registered in 1991 and is located in the London Borough of Redbridge. The pre-school is open from 8.30am to 1pm on Tuesday and Wednesday and from 8.30am to 12.15pm on Thursday and Friday, during term time only. There are three members of staff, including the manager, who work directly with the children. All staff are suitably qualified to level 3. The provider is in receipt of funding to offer free early education for children aged two and three years.

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