

# Daisy Hill Pre-School

Westhoughton U.R. Church Hall, Leigh Road, Westhoughton, Bolton BL5 2JE



<b>Inspection date</b>	18 June 2019
Previous inspection date	4 October 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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

- The manager and her staff support children with special educational needs and/or disabilities (SEND) well. They work in partnership with professionals and outside agencies to ensure children make good progress from their starting points.
- The manager and her staff forge strong relationships with parents. For instance, parents are invited for weekly play sessions as well as termly development meetings. Parents feel valued and offer regular feedback. They are thrilled with their children's enjoyment and the progress they are making.
- Children behave well. They are supported to manage their own behaviour, as they remind each other to 'use kind hands and words'. Staff use consistent behaviour management approaches when needed, so children know what is expected of them.
- The quality of teaching is good. Staff provide sharply focused activities to teach children early literacy skills. Children confidently name letters of the alphabet, and suggest words that begin with that letter. These key skills help to prepare children for the transition to school.
- Staff provide plentiful opportunities to promote children's physical development. For example, children learn about basic shapes and counting while enjoying football games. Staff include children's next steps in their outdoor play, where they find children are most motivated to learn.
- The manager and staff work very well together as a team. They use self-evaluation to identify areas for improvement. However, the professional development opportunities for staff are not sharply focused on improving knowledge and understanding of their individual roles and responsibilities.

## What the setting needs to do to improve further

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

- sharpen the arrangements in place for continuous professional development to clearly identify individual training needs and improve staff knowledge of their roles and responsibilities.

### Inspection activities

- The inspector spoke to the manager about self-evaluation and safeguarding procedures.
- The inspector observed the quality of teaching both indoors and outdoors.
- The inspector viewed relevant documents, including children's assessment records and planning documentation.
- The inspector held discussions with parents, staff and children.
- The inspector conducted a joint observation with the manager.

### Inspector

Shauneen Wainwright

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff understand the steps to take if they are concerned about a child's welfare. The manager follows robust safer recruitment and induction procedures. This ensures staff are suitable to work with children. The manager values feedback from parents, staff and children. She uses this to identify areas for improvement. For example, she secured floral donations from the community when staff and children expressed an interest in gardening. The children now excitedly tend to their plants every day. The manager monitors children's progress and quickly discovers and actions any gaps in learning. For example, children with delays in speech and language are swiftly referred to professionals. Staff then use guidance from professionals and their own knowledge to set targeted goals for children.

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

Staff teach children about good health using a focused theme of 'our bodies'. They organise a visit from a nurse to teach children basic first-aid skills. Staff provide practical opportunities for children to broaden their understanding of the human body. For example, children make pasta skeletons and label key parts of their bodies. Staff build strong relationships with parents. They use weekly home link sheets to encourage parents to continue their child's learning at home. Parents value these exercises, and their feedback contributes to children's assessments. Staff have high expectations for children's behaviour. Children confidently chant the 'golden rules' each morning. They demonstrate understanding and strong social skills as they share, take turns and help their friends.

### Personal development, behaviour and welfare are good

Staff consistently promote the importance of physical exercise. For example, children eagerly complete a 'daily mile' in the garden. Children understand that being active contributes to their good health. For example, they have recently started tennis lessons after showing an interest in Wimbledon. Grandparents are invited to join children's football lessons. This has had a positive impact on children's personal, social and emotional development, as children consider the needs of others. Staff provide children with opportunities to learn about other cultures. For example, children learn Spanish words and sample food during a visit from a Spanish relative. This helps to develop children's understanding of people in the wider world.

### Outcomes for children are good

All children make good progress from their starting points, including those with SEND. Older children use language well to express their thoughts. For example, they eagerly explain to staff how 'you have to cook pasta to change it from hard to squidgy'. Younger children develop their listening skills. They follow simple instructions and know their behaviour expectations. They chant 'all friends' before going to explore the environment. Children are well prepared for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	315975
<b>Local authority</b>	Bolton
<b>Inspection number</b>	10109629
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Daisy Hill Pre School Committee
<b>Registered person unique reference number</b>	RP910527
<b>Date of previous inspection</b>	4 October 2013
<b>Telephone number</b>	07703 703 662

Daisy Hill Pre-School registered in 1992 and is situated in Westhoughton. The pre-school is open Monday to Friday from 9.15am to 12.15pm. It employs three members of staff. The manager holds early years teacher status and all other staff have a full and relevant level 3 qualification. The pre-school provides funded education for two-, three- and four-year-old children.

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