

Daisy Chain Pre-School

St Christopher's Hall, Renfrew Road, (North East), Ipswich, Suffolk IP4 3HE



Inspection date	4 July 2019
Previous inspection date	17 June 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
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 is a provision that requires improvement

- The provider has not informed Ofsted of changes to all individuals on the management committee or ensured that enhanced Disclosure and Barring Service (DBS) checks are in place for new committee members. They have not provided Ofsted with the necessary information required to complete suitability checks.
- New members of the management committee are not fully aware of their roles and responsibilities, which prevents them carrying out their duties effectively.
- Staff do not maximise opportunities for all parents to share information about their child's current abilities and achievements at home.
- Arrangements for monitoring staff performance do not sharply identify specific teaching skills for reflection and development to enable the highest quality teaching practice.
- Sometimes, staff do not make the most of opportunities to extend children's curiosity during activities to develop their knowledge and understanding even further.

It has the following strengths

- Staff build partnerships with local schools and settings. They share information about children's learning and progress. This helps to provide a consistent approach to meeting children's needs and eases their transitions between settings.
- The manager monitors children's progress regularly. She uses this information to focus staff meeting discussions and to plan for changes to the provision. For example, staff develop additional resources to encourage boys' mark making outdoors.
- Children are happy to arrive at this welcoming setting. They build good relationships with staff and settle quickly into activities of their own choosing.
- Staff use children's name in their interactions and praise them frequently. They respond to children's emotions with understanding and reassurance. Staff use different techniques to help children learn about sharing and turn-taking.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due date
complete enhanced DBS checks on all new committee members and provide Ofsted with information to conduct suitability checks	25/07/2019
ensure that committee members are aware of their roles and responsibilities so as to fulfil their roles effectively.	18/07/2019

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

- increase opportunities and ways for parents to share information about their child's learning at home and support continuity in their learning
- sharpen arrangements for monitoring staff performance to focus on the development of outstanding teaching skills
- make more effective use of opportunities that arise to build and extend children's knowledge and understanding further.

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 completed a joint observation and evaluation of an activity with the manager.
- The inspector held a number of discussions with the manager and committee members, including the nominated individual. She looked at relevant documentation and reviewed evidence of the suitability of all persons working on the premises.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to during the inspection and through written feedback provided.

Inspector
Kate Oakley

Inspection findings

Effectiveness of leadership and management requires improvement

The provider has not notified Ofsted of changes to the committee or ensured that enhanced DBS checks for the committee have been completed, to allow Ofsted to complete the required suitability checks. However, committee members do not have unsupervised contact with children, which limits the impact on children's safety. The arrangements for safeguarding are effective. Staff have a secure knowledge of the possible signs of abuse and know how to refer any concerns they may have about a child's welfare. The manager uses feedback from staff and parents to inform the setting's self-evaluation and target plans for improvement. Parents speak positively about the setting. They comment on the progress of their child and the friendly, caring manner of staff. Parents appreciate the variety of community events the committee and staff organise.

Quality of teaching, learning and assessment is good

Staff know the children in their care well. They use their observations and assessments of children to identify gaps in children's learning and plan activities to support them to make progress. Children use clipboards to record a nature hunt. They tick boxes next to the pictures and talk about where they might find different insects. Children concentrate as they squash and roll dough. They practise using their hand muscles as they squeeze and shape the dough with their hands and tools, such as knives and cutters. Staff encourage children to choose craft items by naming the colour. They model different adjectives to describe the texture and appearance of different collage elements, such as glitter and feathers. Children make pretend ice creams using pine cones from the mud kitchen. They walk around the garden 'selling' a range of flavours to friends and adults. Children experiment with 'big numbers' as they tell staff the prices of their ice creams.

Personal development, behaviour and welfare are good

Children develop independence and good hygiene skills. For example, they make choices in their play, put their shoes on independently and wash their hands before eating snack. Children hold tea parties with their friends. They talk about their favourite sandwiches and offer each other cups of tea. Staff promote good opportunities for children to learn about their bodies and being healthy. For example, they prompt children to drink water regularly and at snack times children eat a broad range of healthy food. Staff sing a song about body parts with children. They encourage children to tap their toes, point to their knees and pat their heads. They prompt children to put their hats and sun cream on before playing outdoors.

Outcomes for children are good

Children make good progress from their starting points and develop skills in preparation for the next stage in their education. They enjoy group times and join in enthusiastically with parachute games. Children readily share their ideas and talk about their plans when using craft and construction materials. They are motivated learners who enjoy exploring different resources.

Setting details

Unique reference number	251462
Local authority	Suffolk
Inspection number	10106212
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	24
Number of children on roll	23
Name of registered person	Daisy Chain Playgroup (Ipswich)
Registered person unique reference number	RP523400
Date of previous inspection	17 June 2015
Telephone number	01473 725 115 (switchboard)

Daisy Chain Pre-School registered in 1974. The pre-school employs five members of childcare staff, three of whom hold appropriate early years qualifications at level 3 and one holds a qualification at level 5. The pre-school opens Monday to Friday, during term time only. Sessions run from 8.45am until 11.45am. The pre-school provides funded early education for two-, three- and four-year-old children.

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