

Inspection of Daisy Pre-School

Daisy Play Centre, Pathfields, Totnes, Devon TQ9 5TZ

Inspection date: 30 October 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy and motivated in their work and play at this pre-school. The manager and staff are passionate about supporting children to feel safe and secure. This supports children's well-being and enables them to be confident to explore and learn. Planned individual and small-group activities enable children to have quality interactions. Children enjoy these opportunities for play and conversations with adults, and feel good about themselves. Staff share the children's achievements from home with the group, and children feel very proud.

Children actively learn new skills in the stimulating and varied environment. For example, they listen and discuss stories outside. Children take part in yoga in the secret garden and use their imaginations in role play to tell stories. They have access to fresh air throughout the day as they make choices about what they want play or do. A garden area has been developed which enables children to learn about how vegetables and flowers grow. A sensory area is currently being developed to provide a calm space to explore using their senses.

Staff, provide a warm and caring environment. Children settle quickly when they arrive and immediately start to play and learn. They are encouraged to play cooperatively together and look after each other. For example, staff, remind children about safe ways to balance, using their arms and being aware of their friends. Younger children learn from the older children as they play alongside. They help each other with dressing up and putting on outside clothes and boots.

What does the early years setting do well and what does it need to do better?

- Parent feedback is positive about the range of experiences the children access at this pre-school. They talk about how their children are eager to come to pre-school and the progress they make. For example, parents have noticed that their children are talking more at home and appear to have more confidence to socialise with the other children. Parents spoke of the good communication and support they can access, including advice leaflets available on a range of topics, the updates they receive about their children's progress and the way staff listen and respond to them.
- Children are well prepared for future learning as the curriculum is planned to build on what they know and can do. For example, children develop their listening, attention and balancing skills through small-group yoga sessions. Managers place strong emphasis on staff development, which helps increase their skills and knowledge in different areas of learning. This helps to improve the curriculum for all children.
- Children learn about healthy lifestyles and choices. Children are motivated to find out and talk about healthy foods. Staff use a healthy superhero puppet

called Super Sid to talk about healthy options. Children enthusiastically tell Super Sid about which foods are good for you and why. Children learn about their needs and are encouraged to be as independent as they can. For example, staff have shown the children and parents an easy way for children to put on their coats. Children are able to show and support other children with confidence.

- Children with special educational needs and/or disabilities make good progress. They are very settled and fully included in activities with their friends. Individual planning uses advice and guidance from supporting professionals. Quieter environments are used effectively to enable children to focus on their learning and develop their concentration. For example, staff use a quiet space outside the classroom for some number activities. The quiet environment enables the children to concentrate on tasks for longer.
- Children develop their early literacy and mathematical skills as staff provide activities to promote and model these through play and routines. For example, children are encouraged to share books with adults or friends. They learn to recognise number and count during snack time routines. Staff skilfully adapt what they say to each child to engage their interest and extend their vocabulary.
- Children learn about themselves and their local community through activities such as visits to the local residential home. However, staff do not always use all opportunities to enable children to learn about wider communities and cultures.
- Managers support the staff well and provide opportunities for regular supervision and training. Managers have identified improvements they would like to make, including using observations to support staff development further. Staff sometimes miss chances to include quieter children in activities in ways that support their speech, language and communication skills.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff have a good understanding of their role in safeguarding children. They have a secure knowledge of the signs and indicators of harm. Staff are confident in the procedures to follow should they have any concerns about a child's welfare. The safeguarding lead regularly attends safeguarding training and keeps up to date with recent issues. Risk assessments, policies and procedures are fully embedded to ensure that children play in a safe and suitable environment. Safe recruitment processes are in place and induction procedures fully implemented for staff and students working with children. The pre-school environment is very secure, clean and welcoming.

What does the setting need to do to improve?

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

- extend children's knowledge and understanding of differences between

themselves and other communities and cultures

- ensure quieter children have more targeted interactions to improve their speech, language and communication skills.

Setting details

Unique reference number	106104
Local authority	Devon
Inspection number	10124467
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 to 4
Total number of places	38
Number of children on roll	33
Name of registered person	The Daisy Play Centre Committee
Registered person unique reference number	RP517768
Telephone number	01803 864737
Date of previous inspection	24 November 2015

Information about this early years setting

Daisy Pre-School registered in 1994. It is situated in the grounds of St John's Church of England Primary School in the Bridgetown area of Totnes. The pre-school opens Monday to Thursday from 9am to 3pm, and on Friday from 9am until 2pm, during term time only. It receives funding to provide free early education to children aged two, three and four years. There are nine staff members. Of these, two hold early years professional status and four hold qualifications at level 3.

Information about this inspection

Inspector

Dilys Vincent

Inspection activities

- The inspector spoke with parents to gather their views.
- The inspector observed activities and interactions between staff and children.
- The inspector sampled a selection of documentation, including suitability records, staff qualifications, policies, children's details and learning records.
- The inspector carried out a joint observation of an activity with a member of the management team.
- The inspector had a meeting with the managers who also lead on special educational needs and safeguarding.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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