

Inspection of Daisy Chain Pre-School

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

Inspection date: 6 July 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are confident and settle quickly. They happily leave their parents at the main gate and enter the pre-school, eagerly greeting staff and their friends. Children have good independence skills. They hang up their coats and know that they need to find their name to put on the registration board.

Children have good relationships with their key person and the other staff. They enjoy reassuring cuddles and take their favourite book to staff for them to read, which helps to support early literacy skills. Children learn simple mathematical concepts as they identify shapes and colours. They use number language freely in their play. Children tell staff that their sandcastles are 'little' or 'big' and compare the sizes of the small world animals.

Children enjoy role play. They crowd around the café, keen to be the chef or customers. Play money exchanges hands in return for pretend cakes and cups of tea, which children take to the table to 'eat' with their friends. Staff join in and use related words to help extend children's communication and language skills.

All children make good progress in relation to their starting points, including those who receive additional funding. Staff decide what new resources would benefit the children the most and make careful purchases, such as role-play equipment, to help support their emotional well-being.

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

- Children enjoy playing outside. They combine mud, sticks and leaves together in the mud kitchen and ask staff for water to add to their mixture. Staff encourage children to think about what they are making and what changes occur when they add the water. Staff have created an outdoor book area in a shed for children, nicely decorated with pictures from their favourite stories on the walls. Children access this area regularly, bringing books out into the garden area to sit and look at. However, staff have yet to make the most of the outside space, particularly for those children who prefer to spend the majority of their time learning in the fresh air.
- Children, generally, enjoy group activities, such as story time and yoga sessions. However, staff do not always organise these times to meet the needs of all the children. For example, younger children are quickly distracted and get up, while older children take a more active part in the session.
- Children, generally, behave well. Staff support children to learn the importance of sharing and talk to them to explain how their actions impact on their friends. Younger children are still learning how to share and, at times, they take toys from others. Staff quickly intervene to resolve any disagreements, which helps

children to learn to control their actions and develop good social skills.

- Staff regularly observe children to find out what they know and identify possible next steps in their learning. Staff decide on a weekly basis what they want children to learn next. They plan activities that support children's learning and development, as well as responding to any emerging interests.
- Partnerships with parents are good. They comment that they are very happy with the care and learning opportunities their children receive. Parents also comment that staff know their children really well and they can see the progress being made over time. During the COVID-19 (coronavirus) pandemic lockdown, the staff emailed parents with ideas for activities they could do at home with their children. They remained in constant touch with the parents to provide support and guidance when necessary.
- The manager provides staff with regular supervision meetings to help support their professional development. Staff are currently completing higher level childcare qualifications to develop their understanding of how children learn. One member of staff has become a family practitioner and assists parents should they need advice about wider family matters.
- To help children to move smoothly to school, teachers are encouraged to visit the children in the pre-school. They receive information from staff about each child's achievements prior to starting school. This helps to support children as they make the move on to the next stage in their learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge and understanding of safeguarding and how to protect children. They recognise the possible signs and symptoms that would indicate a child is at risk of abuse or harm and know how to report their concerns. Staff are aware of more recent safeguarding issues, such as radicalisation, and are clear on what steps to follow should an allegation be made against a colleague. Daily risk assessments and head counts as the children play inside and outside in the garden help to keep children safe. Committee members have completed all required suitability checks.

What does the setting need to do to improve?

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

- enhance staff's knowledge and skills to provide educational experiences that meet all children's needs, particularly when they are outside and taking part in group activities.

Setting details

Unique reference number	251462
Local authority	Suffolk
Inspection number	10117974
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	19
Name of registered person	Daisy Chain Playgroup (Ipswich)
Registered person unique reference number	RP523400
Telephone number	07432 550511
Date of previous inspection	4 July 2019

Information about this early years setting

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

Information about this inspection

Inspector
Sue Mann

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed all areas of the provision and discussed the safety and suitability of the premises.
- The manager and the inspector completed a learning walk together and discussed the curriculum and what it is the manager and staff want the children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation together.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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