

Inspection of Daisy Chain Pre-School (Southfields)

Southfields Community Centre, Farmhill Road, Southfields, Northampton,
Northamptonshire NN3 5LH

Inspection date: 20 June 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are excited to attend the setting. Overall, they settle well. On occasions when children are upset, they seek comfort from staff, who are sensitive to this and readily offer cuddles and reassurance. Children's interests are ignited and staff skilfully redirect them to help them become fully engaged in play. This contributes to children feeling safe and secure.

Children use their imagination through play. For example, staff build on children's interest in aeroplanes. They use chairs to create a plane and children pretend that they are flying to America to visit Disneyland. Children use their creativity to explore different roles such as the pilot and a passenger. As a result, they are becoming increasingly confident in their self-expression and communicating their ideas.

Children are inquisitive. Older children approach visitors and enquire about their presence at the setting. Younger children smile and show visitors what they are playing with. Children are keen to share experiences with staff. For example, they enthusiastically tell staff how they lost a tooth and the 'tooth fairy' visited them. Staff listen with interest, which further promotes children's delight in re-telling their story. Consequently, children develop positive and respectful relationships with others.

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

- Staff work closely with parents to identify important information about children. For example, parents complete 'All about me' sheets. This helps staff to build an accurate picture of each child's development and current interests. As a result, staff provide an individualised curriculum which is tailored to each child's needs.
- Children's development is carefully monitored by staff. They swiftly identify where children may need additional support and are confident to seek help from other professionals to support children's development. Staff know their own key children well. However, they are not always familiar with the next steps in learning for other children they provide care for. This means that staff are not able to fully support these children's individual learning needs.
- Staff acknowledge that some families do not have access to a garden. Consequently, they provide plenty of opportunities for children to play outside. Children use their large muscles as they jump over hurdles, and coordinate their bodies to crawl under apparatus. This provides them with new experiences and supports the development of essential physical skills.
- Following the COVID-19 pandemic, staff have identified children's communication and language development as a priority. They understand the importance of modelling language to support children to learn new words.

Additionally, staff use simple sign language to further support verbal communication. For instance, they sign to indicate sharing and more. However, on occasion, staff ask children too many questions in quick succession without providing sufficient time for them to think and respond.

- Children behave well. They are considerate of others and take turns to pour drinks at snack time. Children listen and follow staff instructions. For instance, they respond well as staff remind them to walk when indoors. Children watch how to spread jam on their bread before practising this skill for themselves. As a result, they benefit from the available opportunities to learn and develop.
- Children demonstrate a positive approach to learning and develop self-care skills. For instance, they take great interest in learning about oral health. Children listen intently as staff read a book on caring for teeth. They practise brushing skills on sets of pretend teeth.
- Staff are well supported by the leadership and management team. They are provided with one-to-one meetings to discuss practice and development opportunities. For instance, some staff access training aimed at addressing the needs of children following the COVID-19 pandemic. Staff use the knowledge they gain to share new vocabulary ideas with parents, to enable them to further support children at home. This helps children widen their understanding and use of new words.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a sound knowledge of safeguarding. They are vigilant to the range of potential safeguarding concerns. Staff are confident in the process to follow if they are concerned about a child's welfare. They take active steps to protect children. This includes promoting sun safety and ensuring the application of sun cream on a hot day. Hand hygiene is promoted well. Children are encouraged to wash their hands before eating. Staff wear gloves and aprons to hygienically prepare food. Risk assessments are undertaken. This includes the assessment of risk for children with specific medical needs. This ensures that children can access activities and experiences safely.

What does the setting need to do to improve?

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

- consistently provide children with sufficient time to process and respond to questions
- strengthen systems to support staff to develop an understanding regarding all children's next steps in learning.

Setting details

Unique reference number	220171
Local authority	West Northamptonshire
Inspection number	10138630
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 at time of inspection	2 to 4
Total number of places	26
Number of children on roll	36
Name of registered person	Daisy Chain Pre-School Playgroup Committee
Registered person unique reference number	RP521954
Telephone number	07722106722
Date of previous inspection	1 December 2015

Information about this early years setting

Daisy Chain Pre-School (Southfields) registered in 1995 and is situated in Northampton. The pre-school employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, including one with early years professional status. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Mel Walker

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager guided the inspector around the provision during a learning walk.
- The manager and the inspector carried out a joint observation of an activity together.
- The inspector looked at relevant documentation.
- The inspector spoke to parents to gain their views of the setting.
- The inspector spoke to staff at appropriate times during the inspection.

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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