

# Inspection of Daisychain Preschool

Guide Headquarters, Cannon Grove, Fetcham, Surrey KT22 9LH

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Inspection date: 8 July 2022

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children enjoy their time at this welcoming pre-school. They eagerly hang their items on their pegs and find their name to self-register as they arrive. The children quickly settle into a range of activities, which they can freely choose from. This helps to build their independence and self-confidence. Children show they have formed secure attachments with staff, who know them very well. Their ideas and interests are taken into account when planning activities. For example, the home corner displays images of the children's families and encourages discussions about holidays and family members. This promotes a sense of belonging and helps develop an understanding of what makes them unique. Children's physical skills are developed by daily access to the local park. Staff ensure the safety of children is met and take a range of resources for the children to engage with. Children develop their large-muscle skills through activities, such as football and climbing through tunnels.

Children show good behaviour and follow the routines of the pre-school well. Staff use praise and encouragement to support the children. Children engage in conversations which makes them feel valued and welcomed. Children confidently ask staff to read their favourite stories and listen with interest, recalling their favourite parts of the story.

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

- The key-worker system is effective. Staff demonstrate a good understanding of the needs of their key children well and work together to support all children in what they need to learn next. As a result, children make good progress in their learning and development.
- Information is gathered from parents when children first start at the pre-school, which helps to begin a two-way flow of communication between parents and staff. Staff use this information to identify what children know and helps them to quickly settle into their new surroundings.
- Mathematical language is used in everyday activities to embed children's knowledge and understanding. For example, staff encourage children to count as they squeeze water into a pipette and identify if containers are empty or full.
- Mealtimes are managed well. Children build their independence as they collect their own water containers and lunchboxes. Children and staff sit together to eat and engage in meaningful conversations about healthy eating choices.
- Supervision arrangements for staff and the manager are good. The leadership team keeps staff's knowledge updated through meetings and newsletters. Staff are supported to gain their qualifications in early years. However, opportunities for all staff to take part in regular training to develop their practice is not always consistently implemented.

- The manager is knowledgeable and passionate. She is committed to the ongoing improvements of the pre-school and has effective systems in place to reflect upon and ensure continuous improvements are made. Additional funding is used effectively to support this. For example, the outdoor area has been recently improved to promote children's imaginative play with a mud kitchen.
- Partnership with parents is a key strength. Parents discuss positively how they receive regular feedback and updates on their children's learning and development. They discuss that they receive regular feedback from an online system and in person from the staff. Opportunities such as a Mother's Picnic and Father's Week give parents the opportunity to come into the pre-school and engage with their children.
- Overall, staff support children's communication and language development well. They listen to children and repeat words and sentences correctly to help build their vocabulary knowledge. However, some staff, in their enthusiasm, use too much narrative talk in their conversations with children. This means, at times children do not get enough time to think and respond to conversations with staff.
- Leaders have good partnerships with other professionals, such as local support groups and schools that children will move to. Staff use advice and support offered to plan specific support for children, including those with special educational needs and/or disabilities (SEND). This approach helps to support children in their development and ensures that children are well prepared for transitions in their next stage of education.
- Children make good progress in their learning, including those with additional funding and SEND.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders understand their responsibilities to keep children safe from harm. Staff demonstrate their knowledge of their own policies and know where to find further information if they may need it. They are aware of the signs and symptoms that a child might be at risk of harm. They understand the local procedures to follow should they need to report a concern about a child's welfare or concerns over an adult. Staff make sure that the environment is safe and secure for children. They carry out daily risk assessments to minimise potential hazards. Leaders have robust recruitment procedures in place to ensure staff are suitable to work with children. This ensures children are kept safe.

## **What does the setting need to do to improve?**

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

- establish more effective systems to ensure that all staff take part in ongoing

- professional development to further enhance their skills and knowledge
- strengthen staff's skills of how to extend and maximise opportunities for children's communication and language skills to be extended more effectively.

## Setting details

<b>Unique reference number</b>	2575771
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10239239
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Fetcham Kids Club Uk Limited
<b>Registered person unique reference number</b>	2575769
<b>Telephone number</b>	07702060825
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Daisychain Preschool registered in 2020. The pre-school is located near Leatherhead, Surrey. It opens each weekday from 9.30am until 3.30pm for 38 weeks. The nursery receives funding to provide free early education and offers care for children aged from two to five years. There are five members of staff, including the manager and owner.

## Information about this inspection

### Inspector

Megan McClellan

## Inspection activities

- This was the first routine inspection the provider 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 provider.
- The pre-school manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector carried out a joint observation of an activity with the pre-school manager.
- The inspector observed the quality of the education being provided, both indoors and outdoors, and assessed the impact that this was having on the children's learning.
- Parents shared their views of the pre-school with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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