

# Inspection of Daisychain Preschool

1st Chudleigh Scout Group Headquarters, Fore Street, CHUDLEIGH, Devon TQ13 0HX

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Inspection date: 13 December 2023

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

### The provision is good

Children are keen to join in with the wide range of motivating play activities provided. Staff plan a curriculum designed to support and build on children's individual abilities and help them make good progress. Children enter the pre-school happily and form secure relationships with staff, which helps them to feel safe. Children learn to be kind and helpful to others. They willingly help to tidy up their toys. Children feel valued when staff give them a sticker for being good tidy-up helpers.

Children benefit from going on interesting outings with staff to develop their understanding of their community and the world. They visit a farm and see animals, such as miniature pigs and donkeys. They go on a bus with staff to the cathedral of a nearby town and also visit a museum, where they see a display of model woolly mammoths. Children enjoy being creative. For example, they become absorbed sprinkling gold glitter on their pictures and eagerly mix paints. They tell staff, 'We mixed red and blue and have made purple'. Children like fitting the pieces of a train track together and push a model train around it. They begin to use numbers in context and say, 'We have used 22 pieces of track'.

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

- Leaders provide ongoing opportunities for staff to continue their professional development. Staff have recently raised their awareness about the different ways in which children play, and they adapt activities accordingly to encourage children's individual learning.
- Following the COVID-19 pandemic, staff identified that a higher majority of children needed more support with their speech development. Staff give a strong focus to promoting children's language skills. They reinforce their words and introduce vocabulary such as 'submarine' and 'hot air balloons' to encourage their discussion. They give children time to communicate their ideas. Young children begin to confidently use three- and four-word sentences.
- Parents speak highly of staff and say that staff keep them well informed of their children's daily activities and well-being. Staff give parents ideas for activities to do at home with their children. However, staff have not considered gathering further information about children's starting points to plan activities to support their individual learning right from the start.
- Staff support children's early literacy skills well. They read stories often with children and encourage further discussion. For example, they ask children about the whales and sharks in the pictures of a story about the sea.
- Staff identify children's next developmental steps based on their observations of their play. They use this information to plan activities to engage children's interests and involvement. For example, children like making pretend meals in

the home corner and develop their imaginations well. They make a visitor a meal and say, 'It's a chocolate and strawberry cake and a macaroni cheese pizza'.

- Leaders work well with staff to make continual improvements. For example, they have reviewed children's use of the climbing frame and where this is sited. However, staff have not fully considered further ways to encourage children's awareness of keeping themselves and others safe, such as when using the larger play equipment.
- Children enjoy a variety of activities to help develop their physical skills. They enthusiastically shake their legs and arms and turn themselves around when playing a ring game. They learn to control their body movements in a yoga session and follow the actions to a favourite song.
- Children behave well. Staff praise children often and thank them for helping others. Children get to know the established boundaries and play cooperatively.
- Leaders and staff have reviewed the layout of the playroom and are now developing a calmer environment indoors. They have introduced more natural resources to support children's learning. However, they do not always monitor the range of resources and activities outdoors to ensure they cover all areas of children's learning more consistently.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders are proactive in supporting staff's awareness of their responsibilities to protect children's well-being. They all continue to develop their knowledge and understanding, such as through training and discussion within their staff meetings. Staff know what to do if any concern arises about children's welfare. Staff are deployed well across the play areas, which supports children's play and helps to minimise accidents. Leaders implement appropriate staff recruitment procedures to help them assess and support their suitability and well-being. This includes a three-month probation period and clear induction process.

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

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

- strengthen the information gathered from parents at registration to enable staff to plan activities more securely based on children's existing skills and starting points
- provide more opportunities for children to learn how to keep themselves and others safe, such as when using the large play equipment
- make better use of play opportunities in the outside area to fully support children's interests and promote all aspects of their learning consistently well, with particular regard to those children who learn best outdoors.

## Setting details

<b>Unique reference number</b>	EY429942
<b>Local authority</b>	Devon
<b>Inspection number</b>	10322161
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Daisychain Pre-School Ltd
<b>Registered person unique reference number</b>	RP530769
<b>Telephone number</b>	07740136979
<b>Date of previous inspection</b>	20 November 2018

## Information about this early years setting

Daisychain Preschool registered in 1999 and is situated in Chudleigh, Devon. It opens from 9.15am until 3.15pm, Monday to Friday, during term time. There is a breakfast club, open from 7.30am to 8.50am, and an after-school club, open from 3.30pm until 5.30pm. There is also a holiday club, which opens each weekday, from 7.30am until 6pm. There are 11 members of staff employed. Two hold an early years degree, two hold a relevant level 3 childcare qualification and two hold a level 2 childcare qualification. The pre-school receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Mary Daniel

## 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 inspector and the provider completed a learning walk together and discussed their curriculum and what they want children to learn.
- The inspector observed children's interactions in play, indoors and outdoors, and had discussions with staff about the activities provided.
- The inspector viewed a sample of documentation, such as the nursery policies and procedures.
- The inspector completed a joint observation of an activity with the provider and discussed the quality of education provided.
- The inspector had discussions with parents and took their views into account.

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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