

Inspection of Daisy Chain Pre School

Royd Moor Road, Thurlstone, SHEFFIELD S36 9RD

Inspection date: 10 June 2024

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

What is it like to attend this early years setting?

The provision is outstanding

Children arrive smiling, motivated and happy. They have a sense of belonging and very much enjoy coming to pre-school. Managers and staff welcome parents and children warmly. Children are delighted to see them and are eager to learn. They self-register and hang their coats on pegs. Some children choose to take off their shoes and put on slippers. The team creates a peaceful and kind environment, where children thrive. Children start the day together on the mat with a familiar routine. They gleefully sing together using actions and sign language. Managers and staff know each child well and offer praise and playful encouragement. They skilfully differentiate questions and give opportunities to every child.

The team develops a clear routine. This helps children to know what is happening now and next. As a result, children feel safe and confident. They have choices, make decisions and choose where to play. The pre-school is calm and all children are deeply engaged in their play. The team is deployed very effectively among children throughout the pre-school. Managers and staff listen to children and use every opportunity to engage them in authentic conversations. They remember and recall what children have told them so children feel valued. As a result, children develop their language, confidence and sense of belonging even further.

The curriculum is coherently planned, sequenced and adapted for each child. The team uses creative group activities to inspire every child and develop an ethos of community. Children sit in a circle and the team invites children to describe their socks and clap a rhythm. Children learn new vocabulary, such as 'bumpy' and 'pair'. They learn about each other and wait for their turn. All children are engaged. Even the youngest children excitedly clap their hands, follow the rhythm and make the shapes of the sounds.

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

- Managers and staff consistently model excellent language. They speak clearly so that children can understand and hear the correct pronunciation of words. They are always available for children and respond with open questions. They give children time to practise skills, and children learn to ask for help if needed.
- Managers and staff are dedicated and embrace every opportunity to support children's learning. They sit with children at lunchtime and enjoy real conversations. Children have the opportunity to explain, learn about each other and ask questions.
- The curriculum is designed to help children be ready for school and more formal learning. Managers and staff meet daily and collaborate to plan specific learning activities so that every child has the best opportunity to succeed. Children learn to take part in group activities, follow a sequence, make up a story and develop

their physical skills.

- Managers and staff promote children's love of books and reading. They make books available in all areas and animatedly read stories and ask children questions. As a result, children are enthusiastic and eager to learn.
- Children spend time outside each day and have a wealth of opportunities to develop their independence. They have space and places to run, ride, read and paint. The team encourages them to create games and remember experiences. Children remember collecting pumpkins. They excitedly invent a game and encourage each other to collect large, medium and small pumpkins. The team observes to find out more about children's experiences and uses this knowledge to extend children's learning and teach them about the world around them.
- The key-person system is extremely strong. The team works closely together, starting the day with a 'huddle' to make sure that important information is shared. Throughout the day, the team shares information and makes regular risk assessments. The team says that it feels very well supported.
- Managers and staff are energetic and knowledgeable. They have a passion for supporting children and families. They show great empathy towards parents and have a wealth of knowledge and expertise that they use to improve the lives of children and families. Managers and staff offer practical and emotional support to parents. For example, they develop individual learning plans for children and continually review these with parents and other professionals. Managers spend additional funding wisely to benefit all children. For example, they developed a veterinary role-play area when children showed an interest in dogs.
- Managers and staff monitor children's progress very closely. They share information with parents in daily conversations, by email, in a newsletter and on a closed social media page. Parents speak glowingly of managers and staff. They say that they are 'brilliant' and that it is 'hard to put into words' the support they receive. Parents say that the team nurtures their children and that their children make excellent progress and build friendships.
- Managers work tirelessly to ensure that all children benefit from a high-quality early education. The team benefits from a programme of continuous professional development and is offered regular training opportunities. The team recently completed training about interactions and communication to develop practice even further. Managers and staff promote an understanding of diversity and include everyone. They model inclusivity and promote inclusion with resources, books, activities and displays.
- Managers identify staff's expertise and use this to further support children. They have developed an extremely close relationship with the adjoining school. The team supports children to visit the school so that their transitions are smooth.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY235277
Local authority	Barnsley
Inspection number	10351500
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 11
Total number of places	26
Number of children on roll	70
Name of registered person	Daisy Chains Pre-School (Thurlstone & Millhouse)
Registered person unique reference number	RP909070
Telephone number	01226761852
Date of previous inspection	14 September 2018

Information about this early years setting

Daisy Chain Pre School registered in 2002 and is located in Sheffield. The pre-school employs five members of childcare staff. Of these, four staff hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, during term time. Sessions are from 7.30am until 6pm. The pre-school provides funded early education for children age two, three and four years. There is a breakfast and after-school club, which opens Monday to Friday, during term time. Sessions are from 7.30am to 8.45am and from 3.30pm to 6pm.

Information about this inspection

Inspector
Caroline Brooks

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 managers and has taken that into account in their evaluation of the provider.
- The managers showed the inspector the areas used by the pre-school, breakfast club and out-of-school club and explained how the provision is organised.
- The inspector held a number of discussions with the managers and staff.
- The inspector looked at relevant documentation.
- The inspector observed play and interactions between children and the team.
- The managers participated in joint observations with the inspector.
- The inspector observed planned activities and children playing inside and outdoors.

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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