

# Inspection of Daisy Chain Pre-School (Rectory Farm)

Olden Road, Rectory Farm, Northampton, Northamptonshire NN3 5DD

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Inspection date: 19 November 2024

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

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

### **The provision is good**

Children thoroughly enjoy their time at this nurturing pre-school. The experienced staff team know the children well and develop strong bonds with them and their families. This supports children to feel happy, safe and settled. Staff provide a well-laid-out environment, where children freely access resources and make choices in their learning. Staff follow children's interests and promote their curiosity. For example, they encourage children to think by asking them to guess what is buried beneath the snow. Staff plan a curriculum to meet the needs of children who currently attend. They focus on children's social and emotional well-being and support them to become confident communicators. For example, children are encouraged to talk about their home routines while bathing the dolls.

Children build physical strength, both indoors and outdoors. Staff model how to use tools, such as rolling pins, scissors and cutters, as children explore play dough. Outdoors, children learn to negotiate space and balance as they travel along the assault course. Staff use everyday opportunities to support children to share and take turns. For instance, they help children to work together to be 'builders' and build a tower. Staff support children to resolve minor conflicts and help them understand the impact they have on the feelings of others. As a result, children are forming friendships and being prepared well for their future.

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

- Overall, the curriculum is well organised. Staff generally focus on helping children to develop the skills they need for future learning. For example, children learn to manage their self-care effectively. They are encouraged to put on their coats and get ready for outside play. However, staff do not always encourage older children to participate during small-group times to help them develop concentration and listening skills. This does not help fully prepare children for what will be expected of them at school.
- Staff implement effective systems to monitor and assess children's development. They quickly identify and provide necessary support to help close gaps in children's learning. Children with special educational needs and/or disabilities (SEND) are well supported. Staff work closely with parents and other agencies to ensure that children with SEND get the help they need to move forward in their learning.
- Staff interact well with children as they play. They are skilled at following children's interests and extending children's knowledge in the moment. However, staff do not always carefully consider how they plan activities to ensure older children are challenged consistently. As a result, activities do not always have the maximum impact on supporting their learning.
- Children develop a love of books and stories. Staff skilfully read to children,

encouraging them to observe and predict what will happen next. They help children develop an understanding of different emotions as they help them consider and name the emotions that the characters are feeling.

- Staff help children to understand how to keep themselves healthy. They plan activities to teach children about oral health and promote healthy choices during mealtimes. Discussions about keeping healthy happen naturally throughout the day. For example, before children go outside they learn why they need to put on their coats and hats.
- Staff successfully embed mathematics into activities and conversations. Children spend time singing number songs. Older children are encouraged to use mathematical language during their play, such as recognising when pots are full and empty. Staff support children to count out loud. Children begin to recognise numerals displayed on posters and those written on objects in the garden.
- Staff develop good partnerships with parents. Staff communicate with parents to share and gain valuable information about the children. Parents praise the staff and comment they feel well informed about their children's progress.
- Leaders have a clear vision for the pre-school and have built a strong staff team. Staff report high levels of morale. They attend regular meetings with leaders, which ensures that the quality of support for children is consistently good. Staff have recently attended training on children's behaviour. This training is reflected in how staff manage children's behaviour and support their emotional intelligence.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

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

- strengthen support for older children to help them develop concentration and listening skills
- strengthen the planning of activities to ensure older children are consistently challenged.

## Setting details

<b>Unique reference number</b>	220170
<b>Local authority</b>	West Northamptonshire
<b>Inspection number</b>	10359712
<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>	24
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Daisy Chain Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP521954
<b>Telephone number</b>	07757807201
<b>Date of previous inspection</b>	10 December 2018

## Information about this early years setting

Daisy Chain Pre-School (Rectory Farm) registered in 2000 and is located in Northampton. The pre-school employs nine members of childcare staff. Of these, eight hold early years qualifications between level 3 and 6. 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

Charmaine Cayton

## Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector talked to the staff at appropriate times during the inspection and took account of their views.
- Staff spoke to the inspector about how they support children with SEND.
- 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 of a planned activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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