



Daisy Chain Pre-School (Southfields)

Inspection report for early years provision

Unique Reference Number	220171
Inspection date	29 January 2007
Inspector	Elizabeth Culley
Setting Address	Southfields Community Centre, Farmhill Road, Southfields, Northampton, Northamptonshire, NN3 5LH
Telephone number	0790 3361032
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Registered person	Daisy Chain Pre-School Playgroup
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Daisy Chain Pre School (Southfields) opened in 1995. It operates from Southfields Community Centre. The pre school serves the local community.

There are currently 43 children from two to five on roll. This includes 21 funded three year olds and seven funded four year olds. Children attend a variety of sessions. Staff are able to support children who have special educational needs and children who speak English as an additional language.

The group opens five days a week during school term only. Sessions are from 09:00 until 15:00 although children may attend for morning or afternoon sessions. Seven staff work with the children, five of whom are part time. Five have early years qualifications. Two are currently on training programmes.

The setting receives support from the Pre-School Learning Alliance and the local authority Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Good health is promoted for children. They are well cared for in clean and healthy premises which are maintained by staff who implement effective cleaning routines. Children are learning about hygiene in their daily routines as they wash their hands before snack and after using the toilets. Good nappy changing routines are in place to prevent the spread of infection. Children's growth and development is nurtured as they play. They develop their large body muscles during outdoor play when they can run and climb. Children develop their fine muscle control and hand-eye co-ordination by handling small tools such as scissors. Children's well-being is promoted because staff update their first aid skills regularly. When they are unwell staff comfort and support children until they are collected by parents.

Children enjoy social interaction during the rolling snack time. They sit with a member of staff who takes responsibility for ensuring their specific dietary requirements are met. Parents are consulted about children's individual dietary preferences at the initial visit and their needs are met. Healthy eating is promoted. Children have good opportunities to select their own snacks which includes fresh and dried fruits. They are developing their independence by pouring their own drinks. Fresh drinking water is always available throughout the session and children know they can help themselves. Children talk about the effects of food on their bodies and are able to explain that milk builds strong bones and helps them grow.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's well-being is promoted. They are well cared for in a safe and secure premises which are maintained to good standards. Children's arrival and departure is extremely well monitored by staff to ensure no one enters or leaves the building inappropriately. Good use is made of space and resources to create a child friendly and welcoming learning environment, for example, children's art work is used to create displays. Children are able to choose their activities from the interesting variety of resources provided and they make developmental progress. They are well supervised throughout activities enabling them to enjoy both indoor and outdoor play.

Children are protected from potential hazards because staff carry out a daily risk assessment of the premises and garden. They are learning how to keep themselves safe as they participate in daily routines, for example, children enjoy helping staff to sweep up sand from the floor to prevent them from slipping. Children regularly practise emergency evacuation procedures and are able to describe what happens when the whistle blows and how they leave the building.

Children's welfare is promoted because staff have the relevant knowledge, skills and experience to protect children from harm. They are able to put the local authority procedures in place for safeguarding children when necessary to protect them from abuse.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

All children are developing good relationships with staff and there's a happy and relaxed atmosphere at the pre-school. Young children are integrated well into the group and enjoy participating in most of the activities with additional support from adults. Although their daily care routines are generally well met children under three do not have sufficient rest periods, therefore, they are tired and restless in the afternoons and do not always participate in activities. All children are developing their language skills. They join in action rhymes and listen well to short stories. Young children are learning to count, recognise colour and shapes as they build towers. They develop their imagination through role play and small world activity in the home corner. Children participate in small group activity where they play simple games, such as fishes in the sea, and learn to appreciate the sounds created by different musical instruments.

Teaching and learning are satisfactory. Most staff have a generally good understanding of the Foundation Stage and the stepping stones. Plans show the learning intentions for children across the six areas of learning. Staff plan a variety of activities which relate to children's interest, however, some irregularities in the planning has an impact on the children's learning, therefore, more able children are insufficiently challenged. The key workers use observations and assessments to evaluate children's learning and plan future activities.

Staff generally use effective teaching methods to enable children to progress. Younger children show a good level of interest in the activities provided, however, older children at times wander aimlessly and disrupt other children. Children with special needs are fully included in the activities. Staff support their development by using independent educational plans to help them make developmental progress and gain the most from the activities. Children respond well to open ended questions and make links between activities, for example, children enjoy stories about baby animals, they copy the sounds they make and talk about their family trips to the zoo. Staff act as good role models for children. They talk to them, listen to them and become involved in their play, for example, they answer their telephone calls. Staff manage children's behaviour well as they set consistent boundaries. They talk quietly to them and remind them of the consequences of their behaviour, for example, children are learning that they must be kind to one another and share resources.

Children are interested and motivated to learn. They confidently interact with adults and peers as they settle into the prepared activities. They are learning to show care and concern for others as they talk about kind hands which are helpful to others. Children are developing confidence. The younger ones are learning how to dress themselves, whilst older children put their own coats on before going out to play and independently ask to visit the bathroom. Children are developing an awareness of self as they talk to staff about their families and what they do at home. They concentrate well and enjoy listening to staff as they talk about the weather and how cold it is walking to school in the snow. Children join in group discussion and tell others about the mechanical toy they have brought from home. They choose books for pleasure. Children recognize the sound of letters which make up words and recognise those which link to their own name. They have good opportunities for mark making and spend time during role play writing letters to their parents. Children count and use mathematical language in their daily routines and activities. They confidently count how many children are present during

registration and identify one more or less in number songs, for example, five little men in a flying saucer. Children are developing a knowledge of the natural world and their local environment as they explore the woods and visit the forest school. They show interest in small world toys and use their imagination as they play with the dolls house and talk about people with disabilities. Children are learning to use information technology. They explore the use of technology as they play with calculators and hold conversations on the telephone. Children show an interest in the local community as they talk to the fire officer who demonstrates how to use his engine and put out fires. They are developing their knowledge of diversity as they celebrate different cultures throughout the year, for example, they make Divali candles and invite their families to their Christmas play. Children enjoy physical activity as they join in Active Kids programme of movement to music where they develop a sense of rhythm and space. Older children independently walk on small beams to develop their sense of balance and control whilst the younger one are supported by staff. Children are learning how to stay healthy They talk about the effects of diet on their bodies at snack time and which foods give them energy. They are able to describe which clothing keeps them warm in winter and cool in the summer. Children show respect for other children's space as they play with hoops and ride bikes. They explore texture and colour as they paint pictures. Children choose creative materials independently from the trolley and develop their own ideas, for example, some children were using hole punches whilst others were using scissors to make spots for their leopards. They join in action songs where they develop a sense of rhythm and explore shape, for example, they make diamond shapes in the air. Children use malleable materials to create their own ideas, for example they cut and roll dough to create different shapes such as sandwiches and cakes and talk about their own experiences of helping to cook at home.

Helping children make a positive contribution

The provision is good.

All children are welcomed to the setting and are happy to be there. Their individual needs are identified by staff and mostly promoted well, however, not all younger children had an appropriate rest time to re-charge their energy, therefore, they were tired during the afternoon activities. Children's self-esteem is promoted well as they learn to share and play together in harmony. They use small world resources, books and musical instruments to explore the diversity of society. Children with special needs are fully supported in the setting. There is good liaison with parents and other professionals to ensure their individual needs are met. Children are learning to manage their own behaviour as they follow the simple rules of the setting, for example, they are learning to take turns when playing games. They see posters around the room which remind them not to run around the room and they behave well. Parents receive good quality information about the setting, policies and pre-school routines. There is, however, no procedure in place for holding a complaints record. Parents work closely with staff to settle their children into the group. They liaise closely with their child's key worker who gives regular feedback on their child's progress and their welfare is promoted.

Children's spiritual, moral, cultural and social development is fostered. The partnership with parents and carers is satisfactory. Parents receive some written information about the Foundation Stage and the activities their children are involved in. Development records are shared with

parents, however, they do not receive sufficient information to contribute to their children's learning and development at home.

Organisation

The organisation is satisfactory.

Overall the needs of the range of children are met. Children's welfare is promoted by experienced staff and a suitable qualified supervisor who work well together as a team. Policies, procedures and documentation are in place to ensure standards are maintained and the individual needs of children are met. Children are supported well by the high ratio of staff to children and they have their own identified key worker therefore their development is nurtured. Space and resources are generally well organised to meet the development needs of all children. They independently choose their activities from the interesting variety of resources provided and they make progress in their development.

The leadership and management of the pre-school is satisfactory. The welfare, care and learning of all children is generally successful as the supervisor has a recognised child care qualification. All staff are committed to updating their knowledge by continuing to attend training courses, for example, "Forest School" And National Vocational Qualification level 2 in childcare and education. Appropriate recruitment and induction procedures are in place for new staff. Although there are some systems in place, the use of evaluation is not sufficiently developed, to show clearly how successful the quality of teaching has been in promoting children's learning.

Improvements since the last inspection

At the last inspection the provider was asked update her polices and procedure to promote children's welfare. All documentation and records now contain the relevant information. Safety has been improved to prevent children leaving the premises unsupervised and to restrict access to unannounced visitors. Children welfare has, therefore, been further promoted.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- keep a record of complaints relating to the national standards and any action taken
- provide suitable rest periods for younger children.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop the use of evaluation in order to monitor the quality of teaching and children's learning
- develop planning to show the individual outcomes for children and evaluate the quality of teaching, for example, what has gone well, and what do we need to improve to meet the needs of more able children
- develop the partnership with parents to enable them to share in their child's learning at home

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