



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 220171

DfES Number: 580284

### INSPECTION DETAILS

Inspection Date 29/04/2004

Inspector Name Ann Austen

### SETTING DETAILS

Day Care Type Sessional Day Care

Setting Name Daisy Chain Pre-School (Southfields)

Setting Address Southfields Community Centre  
Farmhill Road, Southfields  
Northampton  
Northamptonshire  
NN3 5LH

### REGISTERED PROVIDER DETAILS

Name Daisy Chain Pre-School Playgroup 1054287

### ORGANISATION DETAILS

Name Daisy Chain Pre-School Playgroup

Address Olden Road  
Northampton  
Northamptonshire  
NN3 5DD

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

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

There are currently 28 children from two to five on roll. This includes 15 funded three year olds and 1 funded four year old. 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 09:15 until 11:45. Five part time staff work with the children. Three have early years qualifications. Two are currently on training programmes.

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

### How good is the Day Care?

Daisy Chain Pre-School provides satisfactory care for children. The setting offers a warm and welcoming childcare experience. Good use is made of the space to enable children to develop their play and learning. Equipment and resources are appropriate for the ages and individual needs of the children. Most records, policies and procedures are in place to support the safety, care and well being of the children.

Generally staff promote safety and are aware of potential hazards. There are clearly defined procedures for the emergency evacuation of the building in the event of a fire. Staff understand the importance of good hygiene practice in order to prevent the spread of infection. They encourage the children to learn about personal hygiene through daily routine.

A variety of activities are provided to promote children's learning in all areas. This allows children to build on their natural curiosity as learners. Staff build positive

relationships with the children supporting their individual needs. They use regular praise and encouragement to develop children's confidence and self esteem. Behaviour is generally good. The children respond to boundaries and guidelines set by staff. They help the children to learn about what is right and wrong.

The staff develop positive relationships with parents. They receive useful information about the setting and are able to read the policies and procedures. Information is exchanged to ensure that parental views are respected and the individual needs of the children are met. Parents report positively about the setting.

#### **What has improved since the last inspection?**

At the last inspection the group agreed to complete two actions, to ensure that staff work in partnership with parents to meet the needs of the children and to provide an action plan to confirm how staff will meet the required level of qualification.

All actions have been met. Staff are continuing to develop their partnership with parents in order to meet the needs of the children. Three members of staff now have early years qualifications.

#### **What is being done well?**

- The premises are made warm and welcoming to children and their families by a range of posters, displays and evidence of the children's work. Good use is made of the space enabling children to move freely and develop their play and learning.
- Staff build warm and trusting relationships with the children and their parents. They provide activities, resources and play opportunities which allow children to build on their natural curiosity as learners. Staff give reassurance, encouragement and appropriate praise. This has a positive effect on children's confidence and self esteem.
- Staff set fair and consistent boundaries appropriate to the children's level of understanding. They help the children learn about what is right and wrong.

#### **What needs to be improved?**

- safety, by ensuring that the outdoor play area is safe and secure
- procedures for the safe conduct of any outing provided
- records, to ensure that a record is maintained, signed by the parents, of any accidents
- policies and procedures, to include the behavioural policy and child protection procedure.

**Outcome of the inspection**

Satisfactory

**CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

**WHAT NEEDS TO BE DONE NEXT?****The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
6	Ensure that the outdoor play area is safe and secure and that operational procedures are in place for the safe conduct of any outing provided.
7	Keep a written record, signed by parents, of any accidents.
11	Develop the written statement on behaviour management to include bullying.
13	Ensure that the child protection procedure for the playgroup includes contact names and telephone numbers for the local police and social services department.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Daisy Chain Pre School provides an inviting environment where children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff have developed their knowledge of the foundation stage. Plans are based on the six areas of learning with learning intentions identified and key activities evaluated. Observations and assessments help staff to build up their knowledge of how individual children learn and make progress but they are not used effectively by staff to plan the children's future learning or show how more able children can be challenged further in their learning. Staff are friendly and caring and have good relationships with the children. They treat the children with respect and their individual needs and decisions are valued. Generally staff question the children's thinking skills and consolidate their learning. However staff do not consistently reinforce calculation across the range of activities or provide challenge for more able children to link letters to sounds. Staff set fair and consistent boundaries appropriate to the children's level of understanding. They give encouragement and praise. Staff have the knowledge to support children with special educational needs and children who speak English as a second language.

Leadership and management is generally good. The committee support the staff, who are committed to the care and education of the children. Staff work well together as a team and are clear of their roles and responsibilities. They review practices and take advice and support from the Early Years Development and Childcare Partnership.

The partnership with parents is generally good. Parents receive information about the foundation stage however they are not given sufficient opportunity to contribute to the assessment process and share information about their child's learning. Informal systems are in place to inform parents of their child's achievements and progress.

### What is being done well?

- Staff have good relationships with the children They treat the children with respect and their individual needs and decisions are valued. Staff give reassurance, encouragement and appropriate praise. This has a positive effect on children's confidence and self esteem. Staff set fair and consistent boundaries appropriate to the children's level of understanding. They help the children learn right from wrong.
- Children are developing their speaking and listening skills. They recall past events, take turns in conversations, describe experiences and suggest their ideas during imaginary play. Children listen to and join in with stories, with older children beginning to understand that print carries meaning.

- Children engage in a wide range of activities which develop hand-eye coordination. They are developing their skills in the use of mark making, construction and small world activities. They explore malleable materials and manipulate materials to achieve a planned effect.

#### **What needs to be improved?**

- challenge for more able children to link letters to sounds
- opportunities for children to use calculation across the range of activities and in everyday routines
- regular opportunities for children to use information and communication technology and programmable toys to support their learning
- the awareness of all staff to know how to tailor the plans to take account of the individual needs and to adapt the activities as required
- opportunities for parents to contribute to the assessment process and share information about their child's learning.

#### **What has improved since the last inspection?**

Some progress has been made in implementing the action plan drawn up to address the two actions raised at the last inspection. Staff complete observations and assessments to help them build up a picture of how individual children learn and make progress. They are not used effectively however by staff to plan the children's future learning or show how more able children will be challenged further. Parents still have limited opportunities to contribute to the assessment process, to share information about their child's learning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are interested in the range of resources and activities provided. They work effectively in a group and individually, establishing positive relationships with each other and the staff. Behaviour is generally good, children are learning to sit quietly when appropriate, share the toys, take turns and understand simple rules. Their confidence and self esteem is promoted through continual praise and encourage. Children are developing good self care skills.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are developing their speaking and listening skills. They recall past events, take turns in conversations, describe experiences and suggest their ideas during imaginary play. Older children do not sufficiently link sounds and letters. Children listen to and join in with stories with older children beginning to understand that print carries meaning. They are developing their early writing skills as they draw and paint. Older children copy write and write their name.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are developing an interest in numbers. They are encouraged to count and some older children recognise written numerals. However their understanding of calculation is less secure and is insufficiently reinforced through either planned or spontaneous activities. Children are beginning to discover the properties of different shapes as they work with construction resources and puzzles. They measure ingredients when they make dough and explore capacity during water and sand play.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have opportunities to explore and investigate a range of objects and materials. They observe and note changes in the seasons and identify some features of living things through topic work. Children build and construct using a range of resources. However they do not use information and communication technology sufficiently to support their learning. Children talk about past and present events in their lives and are developing an awareness of their own and other cultures.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children move with increasing control and confidence. They run, climb, throw bean bags and peddle cycles. They have a growing awareness of the space around them and the close proximity of others as they negotiate an appropriate pathway around the room and when outside. Children are beginning to understand about keeping healthy through hygiene practices. They use a range of equipment, tools and materials with growing confidence developing their hand to eye coordination and fine motor skills.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children are interested in exploring different media and materials. They differentiate colours as they draw and paint making marks and movements on paper. Children experiment with colours to observe how they change. They enjoy singing and play musical instruments. Children use their imaginations exploring their ideas during role play, painting, drawing, small world toys, construction resources and messy play.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- develop the short term plan to take account of the children's individual needs and to adapt the activities as required
- provide opportunities for parents to contribute to the assessment process and to share what they know about their children's learning
- provide opportunities for children to use calculation across the range of activities and in daily routines.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*