



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 220170

DfES Number: 518948

### INSPECTION DETAILS

Inspection Date 25/02/2004  
Inspector Name Rachael Mankiewicz

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Daisy Chain Pre-School (Rectory Farm)  
Setting Address Olden Road  
Rectory Farm  
Northampton  
Northamptonshire  
NN3 5DD

### 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 Rectory Farm is part of a committee run group providing full day care on the eastern outskirts of Northampton. The pre-school is situated in the shared community centre. The group have use of the large hall, with an adjoining storage cupboard, and kitchen, plus a garden area. There is also an adjacent park area. The pre-school has close contacts with the adjacent lower school.

The pre-school is open from 09:00 until 15:00, and offers two sessions during the day or a full day. There are currently 48 children on roll, with four children with special needs and children who are learning English as a second language.

Seven members of staff work regularly with the children, and staff from another setting under the same management are able to offer cover when needed. Five of the staff have Level 3 qualifications in early years care and others are working towards relevant qualifications. The setting receives support from a teacher from the Early Years Development and Childcare Partnership and the Pre-School Learning Association.

### How good is the Day Care?

Daisy Chain Pre-School (Rectory Farm) provides good quality care for children. The shared premises are safe and well maintained, with the staff checking safety issues on a daily basis. The staff have a good awareness of health and safety issues, and encourage the children to learn to keep themselves safe and adopt good hygiene practices. However, the risk assessment of the premises and in relation to outings lacks some detail.

The pre-school provides a variety of well-planned play opportunities to encourage the development of important skills. The staff are aware of the needs of individual children and use their knowledge and experience to support the children's development. They encourage children's individual interests. The staff use positive and age appropriate methods of managing behaviour. However, the statement of behaviour management lacks some necessary detail.

Staff adopt positive relationships with the parents. They give particular attention to ensuring that the parents and carers are well informed about the progress and welfare of their children, and about the provision. Parents are encouraged to take roles or spend time within the group.

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

At the last inspection, the staff and management agreed to submit an action plan to show how the requirement that half of the staff should be appropriately qualified would be met. This has been addressed, with more than half of the staff having a Level 3 qualification and other staff working towards a relevant qualification. The staff and management have developed the sharing of information with parents to ensure that they are meeting the needs of the children. This includes the development of written information, the key worker system and the information shared at the end of the day.

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

- The premises, including the outside area, are used effectively to provide for active play and relaxation, and to offer good access to all the activities.
- Staff supervise the children by encouraging the children's free choice and independent learning. The children move around the activities with confidence and ease.
- Health and hygiene practices are good. Children are encouraged to think about health and hygiene, including healthy eating and taking care of themselves. Snack time involves the children making choices and thinking about what they are eating and drinking.
- The children benefit from the staff's knowledge and experience, including a good awareness of the special needs of children. This enables staff to support the needs of individual children, and to encourage every child's development and interests.
- Good relationships with parents and effective channels of communication, help the staff ensure that the parents' wishes and the needs of the children are recorded and met well.

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

- the risk assessment of the premises, and the procedures for outings, identifying actions to be taken to minimize risks
- further development of the statement on behaviour management, including bullying, which states the methods used to manage children's behaviour, and which is shared with parents.

**Outcome of the inspection**

Good

**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	Develop the risk assessments of the premises and of outings, identifying actions to be taken to minimize identified risks.
11	Develop further the statement on behaviour, including bullying, which states the methods used to manage children's behaviour, and ensure that this is shared with parents.

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

### How effective is the nursery education?

The Daisy Chain Pre-school (Rectory Farm) provision is of good quality overall. Within the friendly pre-school environment the children are making generally good progress towards the early learning goals. They are making very good progress in physical, creative and personal, social and emotional development.

The quality of teaching is generally good. Staff have a sound knowledge of the foundation stage; seen through the full range of activities and resources on offer to help children learn through play. Planning for individual activities does not show the learning aims nor how more able children can be challenged further in their learning. However, staff are able to question children to extend their vocabulary and knowledge. A suitable framework is in place to observe and assess children's progress, although the information is not used to influence planning. Staff interact well with the children and act as good role models. They have high expectations of the children, and are rewarded with children respectful of friends and adults. Staff have knowledge and experience of special educational needs and English as the child's second language, and they are able to support the varied needs of individual children.

The leadership and management of the group is generally good. The strong committee has begun to develop systems for induction and appraisal, and encourages staff to undertake training. The staff show a strong commitment to the improvement and care of children. They review practices, and take advice and support from the advisory teacher from the Early Years Development and Childcare Partnership.

The partnership with parents and carers is very good. Information is shared on both a daily and a formal basis. Parents are involved in management and the helper rota. They are given useful information about the curriculum, and ideas on how to extend their child's learning at home. They are included in the assessment of children and planning their progress.

### What is being done well?

- Older children act as role models for younger children, showing how to be kind to each other and taking turns in activities. Behaviour overall is very good.
- A very good choice of activities during the free play sessions are provided, which helps create a stimulating learning environment. The children's natural enthusiasm for learning is fostered very well as they move confidently between the activities.
- Children operate independently and in small and large groups. They successfully make links and friendships; talking confidently to each other, to

staff and to other adults. They listen and interact well, and express their feelings and experiences.

- Involvement of parents in their children's learning, and the amount of information they are given about their child's progress benefits the children.

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

- the curriculum planning to show clearly the aims and objectives of the activity in all six areas of learning
- the level of challenge for more able children and individual aims and targets for children in general
- more able children's ability to recognise familiar words such as their names and labels of everyday items.

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

The pre-school has made generally good progress since the last inspection. Planning has been developed since the last inspection to show expected learning outcomes from all six areas of learning, although the stepping stones are not recorded as aims for development on the activity sheets. The inspector was assured that development is going on to ensure that the stepping stones are clear in the aims for the activity. This area has been highlighted again as an area for further development.

Children are developing their own questioning skills, as they explore and investigate a full range of materials, and experience a number of mathematical experiences in everyday routines and mathematical activities.

Children have experienced further rhymes and stories to develop their use of phonetics and to associate letters and sounds. This area has been highlighted as an area where children are just beginning to learn sounds to enable them to recognise words.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show confidence choosing activities, work well independently and in small groups. They share ideas and resources. They also show independence in putting on coats and aprons, and when getting their snacks. Children have an awareness of routines and rules, and behaviour is generally good. They are beginning to understand about other people's roles and cultures as they explore different countries and their festivals.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children talk confidently to each other and adults as they explain activities and act in role-play. The children are beginning to understand the written word through books, although they do not often see their names written. They attempt to write and make marks and older children make recognisable letters and some write their names. They listen well to stories participate in rhymes and songs. Children are beginning to match letters and sounds, finding words that start with the same letter.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children learn how to use numbers in everyday situations, recognising and counting reliably and confidently numbers 1 to 10, with more able children counting larger numbers. They are beginning to understand shape and recognise squares, circles and triangles. More able children are able to problem solve in mathematical games, and attempt addition and subtraction, but everyday problem solving is limited. They begin to recognise sequences and patterns using pegboards and sequencing cubes.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore extensively, different materials in crafts, playdough, and with construction toys, noticing how changes occur. Children investigate objects to find out how things work, including some use of everyday technology. They talk about events in their own lives, and show some awareness of time, space and the local community. They have begun to learn about other people, their roles and cultures.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently around the room in a controlled manner. They access a range of equipment to develop large and small muscle skills. They show an awareness of space, their bodies and what they can do. Children are beginning to understand about keeping healthy through food safety and hygiene practices. The children's manipulative skills and hand-eye co-ordination are developing well through the use of a good range of small equipment and tools, including a range of writing implements.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children use their imaginations extensively during a vast range of role-play experiences and in craft activities. They enjoy singing and listening to music. Children have a good range of sensory experiences through working with different materials, including food stuffs to smell and taste. They are able to express themselves during messy play, free painting, drawing, model-making, and talk confidently about their feelings and experiences.

**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 further the curriculum planning to show clearly the aims and objectives for the activities in all six areas of learning
- develop further the curriculum planning to take into account the assessment of children's learning, and ensure an appropriate level of challenge is provided for more able children and the individual aims and targets for children in general
- develop children's literacy skills by helping the older and more able children to recognise familiar words such as their names and the labels of everyday items.

*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.*