

# Daisy Chain Pre-School (Southfields)

Inspection report for early years provision

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**Unique reference number** 220171  
**Inspection date** 21/03/2011  
**Inspector** Christine Armstrong

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

**Telephone number** 07906 530720

**Email**

**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Daisy Chain Pre-School (Southfields) opened in 1995. It operates from Southfields Community Centre. The pre-school serves the local community. The setting opens five days a week during school term only from 9.30am until 3pm.

The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It is registered to care for a maximum of 26 children under eight years at any one time in the early years age range, none of whom may be under two years. There are currently 36 children on roll who are within the Early Years Foundation Stage; most children attend on a part-time basis. Children who have special educational needs and children who speak English as an additional language attend the setting.

The setting employs six adults to work with the children. All have early years qualifications. The manager is currently working towards Early Years Professional Status. The setting receives support from the Pre-School Learning Alliance and the Local Authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The inclusive nature of this setting ensures that all children and their families receive a warm welcome. Effective partnerships with multi-agency teams and parents help to ensure that all children make good progress in their development, taking into account their starting point. Policies and procedures are effectively implemented and demonstrate a strong commitment to the welfare of all children. All adults in the setting drive and secure high standards which provide a strong basis for continual improvements in outcomes for children.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure all things children come into contact with are included in the risk assessment
- extend further the systems to gather information relating to children's achievements at home and include this in the assessment process
- extend further the range of strategies used to support children for whom English is an additional language.

## **The effectiveness of leadership and management of the early years provision**

Children's safety and welfare is effectively promoted and protected. Adults have a strong understanding of their legal duties and responsibilities with regards to child protection issues and there are effective partnerships with safeguarding agencies. This ensures all appropriate action is taken to safeguard children. Rigorous and robust vetting, induction and ongoing monitoring procedures are in place to ensure all adults working with children are suitable to do so. Effective measures are taken to ensure the safe arrival and collection of children. The premises are kept secure and all adults are vigilant in supervising children. Yearly risk assessments are conducted and daily checks are effective in identifying hazards. For example, a small trampoline is taken out of action because it is ripped and presents a hazard to children. However, the risk assessment does not cover everything a child may come into contact with to ensure all hazards to children are identified and minimised.

The setting provides an inclusive service and warmly welcomes all children and their families. Each child is recognised for their uniqueness. Adults have a good understanding of the importance of recognising and planning for children's individual preferences and interests. They use good practice guidance to steer their practice. For example, by ensuring the outdoor environment is linked to the indoor environment to support children who prefer to learn outdoors. Plans and funding have been secured to further enhance this area of provision. Effective partnership working with other agencies ensures children with special educational needs are very well supported to make good progress. Strategies are being developed to support children for whom English is an additional language. This includes adults using some words of children's home language in the setting, although partnerships with other agencies have not yet been fully explored. Adults encourage all children to learn to value differences and diversity, through activities and sharing information. For example, the range of festivals celebrated at the setting is reflective of all families who attend. A well travelled home bear also provides weekly opportunities for children to share their home experiences and lifestyles with other children and adults in the setting.

Partnership working with parents is good. Parents take key roles in the committee that runs the setting. Adults actively strive to ensure all parents are kept well informed about the setting. For example, in addition to displayed information in the setting, parents can also access a dedicated website to obtain information and current news about the setting. Positive relationships are established with parents to ensure each child's needs are identified and met effectively. Children's key persons are available to exchange information with parents on a daily basis. Good links between home and nursery supports children's learning at home. Parents have opportunities to share their children's progress records at the twice annual parents evening. Children's learning journals are accessible for them to access at any time. Systems are developing to gather information relating to children's achievements at home. This is helping to provide a very accurate picture of children's progress.

The capacity of this setting to maintain continuous improvement is very strong. Adults are highly motivated and aiming high to develop their skills and provide the best possible care for children. As a result, the setting has a clear vision for best practice with specific action plans in place that are driving through improvements for the benefit of the children. For example, good emphasis has been given to the implementation of a national speech and language programme. This has helped to raise the quality of support provided to parents to promote children's speech and development at home. It has also enhanced the strategies adults use to support children's language and communication skills in the setting. Systems to monitor children's progress and to target support for individual needs have also been improved.

## **The quality and standards of the early years provision and outcomes for children**

Children make good progress in their learning and development because adults have established a strong understanding of the Early Years Foundation Stage. Key workers know their key children very well. They make regular and useful observational assessments of children's achievements and identify children's next steps. These next steps are effectively linked to the planning of activities. This ensures individual children are provided with appropriate levels of support or challenge to enable them to make good progress. Adults also make good use of their observations to base activities on children's interests. This is very effective in capturing children's interest. Good organisation of daily routines provides regular times both morning and afternoon for children to move freely between indoors and outdoors. The range of equipment in both indoors and outdoor areas means children are supported to make good progress in all areas of their learning regardless of where they prefer to play. Throughout all activities children are encouraged to be inquisitive and to think and learn independently. This approach supports all areas of learning.

The learning environment effectively supports children's independence and curiosity to become active learners. For example, a framework of interconnecting tubes and a box of wheeled small toys inspires children to explore and experiment and construct for a purpose. Children learn to work together as they balance the tubes to make a runway for cars to travel down. They spend time modifying the position of each tube so that it does not break away when the cars travel down. This helps them to solve simple problems and develops their understanding of shape, weight and measure. Adults encourage children to talk about and explain the events which promote their communications skills. They provide praise and recognition for children's efforts and achievements which supports children's self-esteem and confidence. Children also explore and experiment using a good range of natural and recycle materials, including water and straw. Children have daily opportunities to use materials including cardboard on a large and small scale to make models and enclosures for imaginative play. They use tools including scissors and sticky tape to mould, shape and join. A snack table is available during the morning and afternoon session which encourages children to recognise when they are hungry or thirsty and to respond to these feelings. All food and drink items are

displayed to allow children to serve themselves and make choices. Adults are on hand to provide any assistance needed. They make good use of conversations at the table to further children's awareness of healthy eating.

Children are effectively supported to develop their skills for the future. Their communication skills are particularly well supported. Adults provide good levels of support to children to help them to become confident and competent in communicating their thoughts and offering their ideas. Good emphasis is given to supporting children's enjoyment of singing songs and rhythms. Fun phonic songs are used effectively to teach children the sounds that letters make. Mark making activities are introduced through fun and sensory activities. As children progress they are encouraged to mark make for a purpose during their play. Children's interest in books is supported in the setting and at home. Children are eager to demonstrate their recognition of letters, numbers and some simple familiar words that are displayed and used at registration time. Adults make story and song jars that contain props and printed labels to encourage children to develop confidence to practice their developing skills. Concepts of number, shape, colour and measure are also introduced within all age groups during activities and for a purpose during routine times. A computer station offers children continual opportunities to use information technology. Children demonstrate increasing understanding and skill as they control the mouse and use the keyboard to complete simple educational programmes.

Every child's welfare needs are given close attention. Children receive high levels of adult attention. They develop warm and caring relationships with the adults and other children in the setting. This helps children to feel safe and secure. Children behave very well and learn to share, take turns and respect the needs of others. Discussions, routines and topics support children to develop a strong understanding of safety in the setting. Good hygiene practices across the setting help to minimise the risk of spreading infection. Children learn well the importance of good personal hygiene habits, such as washing their hands before meals. They have good opportunities to be active and develop their physical skills through a varied range of activities in and outdoors.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met