

# Daisy Chain Pre-School

Barons Cross Community Room, Portna Way, LEOMINSTER, Herefordshire, HR6 9AD



## Inspection date

31 January 2017

Previous inspection date

16 May 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children make good progress because staff provide experiences that motivate and challenge them. Staff regularly assess children's progress and use the information to plan for the next steps in their learning and development.
- The environment is bright and welcoming. A wide range of interesting resources, toys and equipment is available indoors and outside.
- Staff are caring and friendly. A well organised, settling-in process helps staff get to know children well. As a result, children are ready for the move from home to the pre-school.
- Partnerships with parents are good. Staff establish strong relationships with parents from the start. They share daily information with them about children's care, well-being and achievements.
- Key persons are attentive and children form warm, trusting relationships with them. These help to promote children's emotional well-being and they demonstrate good levels of confidence and self-esteem.

### It is not yet outstanding because:

- On occasions, staff interrupt and take control of children's play. As a result, children are, sometimes, not given time to extend their own play and learning.
- Staff's professional development is not sufficiently focused on raising the quality of teaching even further to help promote children's attainment at the highest possible level.
- Leaders and managers do not fully involve parents and children in the evaluation of practice within the pre-school, so that they can effectively give their ideas for future developments.

## What the setting needs to do to improve further

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

- provide even more opportunities for children to extend their own play and learning
- sharpen the focus on performance management and staff's practice to raise the standard of teaching and promote children's attainment to a higher level
- refine the system for evaluating practice to more effectively include the views of parents and children.

### Inspection activities

- The inspector had a tour of the premises and observed children engaged in a variety of learning experiences.
- The inspector observed and evaluated a learning activity with the manager.
- The inspector viewed evidence of the suitability of staff working at the setting.
- The inspector talked to the manager and the registered persons about their priorities for improvement.
- The inspector spoke to the registered persons, the manager, the staff and the children at appropriate times during the inspection.

### Inspector

Tina Smith

## Inspection findings

### Effectiveness of the leadership and management is good

The manager works alongside staff and has an accurate overview of the quality of teaching. The team works well together to identify strengths and areas for development. The arrangements for safeguarding are effective. Staff complete daily safety checks and talk to children about risks within the environment. Robust procedures for recruitment and to check the ongoing suitability of staff are implemented well. All the required documentation is in place and records accurately reflect details of any accidents or incidents involving children. Staff understand how to recognise possible signs and symptoms of abuse. They are confident in the procedures to follow if they have concerns about a child's welfare. Staff are aware of their duty to prevent children being drawn into situations which put them at significant risk of harm.

### Quality of teaching, learning and assessment is good

Children are offered a wide range of resources that quickly captures their curiosity and helps them develop a positive attitude towards learning. Children enjoy sensory experiences. They eagerly explore water and ice. Younger children use their imaginations as they pretend to cook and make cups of tea. Staff support children's early literacy skills. Children develop an awareness of words and their meaning as staff encourage them to look at books and enjoy stories. Children successfully express their creativity. They enjoy manipulating dough and sticking shapes to paper. Children's individual progress is checked to identify any gaps in learning and development. Staff ensure children receive any additional support they may need to help them catch up.

### Personal development, behaviour and welfare are good

Children are happy and settled and staff supervise them well to ensure their safety. Staff teach children about the importance of being healthy. Children spend time outdoors in the garden where they take part in running and jumping activities or enjoy walks to the park. Nutritional food is on offer as staff provide healthy snacks. Staff ensure children adopt good hygiene routines, such as washing their hands. Strategies are in place to support children's good behaviour. Children are encouraged to show kindness to each other and are praised for their achievements. Staff teach children about the wider world and they learn how to accept and respect differences in others. Children develop social interactions as they visit places of interest within their community.

### Outcomes for children are good

All children make good progress from their starting points and acquire the key skills required in preparation for school. They are confident, keen and enthusiastic learners who enjoy exploring the range of activities available to them. Children learn key skills in literacy as they practise writing and learn the sounds that letters represent. They enjoy giving meaning to the marks they make. Children's early mathematical skills are developing as staff incorporate numbers, counting, shapes and sizes into everyday activities.

## Setting details

<b>Unique reference number</b>	EY396534
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	1065408
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	16
<b>Number of children on roll</b>	11
<b>Name of registered person</b>	Opportunities for Adventure, Knowledge and Skills Ltd
<b>Registered person unique reference number</b>	RP900865
<b>Date of previous inspection</b>	16 May 2013
<b>Telephone number</b>	01568 612693

Daisy Chain Pre-School was registered in 2009. The pre-school opens during term time only from 9.15am until 4.15pm on Mondays, Tuesdays and Thursdays and 9.15am until 1.15pm on Fridays. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 or above.

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