

Daisy Chains Pre-School, West Wickham

West Wickham Village Hall, High Street, WEST WICKHAM, Cambridge, Cambridgeshire, CB21 4RY

Inspection date	07/06/2013
Previous inspection date	05/02/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Practitioners know all children attending exceptionally well and offer them challenging, varied and stimulating activities as a result of accurate and precise assessment and planning. All children make exceptional progress from their initial starting points.
- The pre-school gives outstanding consideration to supporting children's development in the prime areas of learning as practitioners understand that their future progress is rooted in securing achievement in these areas.
- Children are exceptionally confident and secure within the pre-school environment, showing superb levels of independence. This results from the expertise offered by practitioners within the enabling environment, which allows children the autonomy to select resources for themselves.
- Parental involvement in children's learning is highly valued and impressively promoted through regular review meetings to discuss their progress, comprehensive daily feedback and events offered by the pre-school.
- Monitoring of every aspect of the pre-school is robust. The support of the committee, commitment of practitioners and outstanding leadership provided by the inspirational manager ensures children are offered an exceptional standard of care and learning.
- The pre-school is an important part of the local community, and the excellent level of support they receive ensures that children feel a valued and integral part of the locality and enhances the quality of provision the pre-school is able to offer.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector reviewed a range of information available about the pre-school, as part of the preparation for the inspection.
- The inspector observed activities in the main playroom and the outdoor area.
- The inspector held a meeting with the manager of the provision and spoke to children's key persons as appropriate during the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation evidence and a range of other documentation.
- The inspector took account of the views of three parents spoken to on the day as well as information included in the setting's parent survey.

Inspector

Deborah Hunt

Full Report

Information about the setting

Daisy Chains Pre-School was registered in 1992 and is on the Early Years Register. It is situated in the village hall, West Wickham, near Haverhill. Children attend from the local area and surrounding villages. The pre-school is accessible to all children and there is an enclosed outdoor play area.

The pre-school employs three members of staff, of whom two hold appropriate qualifications at level 3 and one holds a qualification at level 2.

The pre-school opens Monday to Friday from 9:30am until 12:30pm, except on a Wednesday, when they remain open until 2:30pm. They operate term times only throughout the year. Children attend for a variety of sessions. There are currently 15 children attending who are in the early years age group. The setting provides funded early education places for three- and four-year-old children. The setting receives support from the local authority, and is a member of the Pre-school Learning Alliance. They have completed the local authority quality framework.

What the setting needs to do to improve further

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

- re-establish the previous highly effective partnership between the pre-school and the local school to further promote children's transition as they move up to school.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make exceptional progress across all areas of learning during their time at the pre-school. Their learning is superbly promoted as practitioners have an excellent understanding of the learning and development requirements of the Early Years Foundation Stage. Arrangements are individualised for children as they begin attending and practitioners work closely with parents and children. There is no pressure for parents to leave children before either they or the child feel ready, which enables children to settle in a relaxed and unhurried way. Children meet their key person and during introductory visits, practitioners complete a baseline assessment of what they can do. This is linked to the Development Matters in the Early Years Foundation Stage publication, based on their observations and on information provided by parents. Children's learning is therefore, tracked from their initial starting date. This enables practitioners to identify and plan to address any emerging gaps in learning. Parents and children are encouraged to become

familiar with the child's learning journal during the time the child attends the setting. This becomes an interactive document, and a focal point for discussion between the child, their parents and practitioners.

Practitioners lead effective small group learning sessions, which are based on children's spontaneous interests. They discuss going on holiday with children as they sit on the carpet together, and the conversation moves on to how people get there. This helps children learn about different forms of transport. A child who loves trains develops the conversation further by saying they are going on holiday on a train. Other children join in as they recall train journeys they have taken. A child who arrives later than others is integrated into the group seamlessly as the practitioner welcomes them, and asks if they have been on a train. This highly inclusive approach encourages all children to participate and they take turns to speak and listen, developing their communication skills.

Practitioners encourage children to have fun with words and language as they name the new trundle bikes 'wobble wobble' bikes. Children laugh as they move their bodies in a 'wiggly' way relating the words to their own movements as well as the way the trikes move. Practitioners promote children's rapidly developing language and mathematical knowledge superbly as they interact with them during their play. For example, children drive from their 'home' to the 'garage' to buy 'petrol' or 'diesel' in their cosy coupe cars. A child tells the practitioner they have put in '22,222 litres of diesel' and she extends their play as she tells the child 'well, that will cost 22.22 then, obviously!'. Children laugh and have fun with this child focussed practitioner during the extended time they engage in the activity. They trundle back and forth to buy more and more fuel, enjoying this spontaneous, fun-based way of using numbers. Children relate their play to real life experiences as they flock to the newly sited play house. They open the windows 'to let some fresh air in' and make 'shepherd's pie' and 'a nice pot of tea' as they act out family scenarios being 'mummies and daddies'. Practitioners enable children to direct their own play, only intervening, for example, to fix a small problem at a child's request. This enables children to become engrossed in activities and they lose themselves in their imaginary world for a while.

Practitioners skilfully facilitate children's active learning, as they help them consider different solutions during a creative activity. Children are offered various options, encouraged to consider which one will work and source it themselves. There is a great deal of discussion about how to use the selected resources and much praise is offered when they accomplish the task. Children are supremely confident and develop self-esteem through such activities, and in many other ways. For example, they are asked to go and tell other children that it is 'tidy up time' and announce this clearly to their peers playing outside. A timely reminder to 'make sure you park your cars neatly over there boys!' is issued by a child to children who continue to play. Children receive individual attention from practitioners who give them time and space as they draw, chatting to them as they do so. When asked, a practitioner comments 'It looks just like a cloud!' and the child tells them it is a picture for their Daddy. A child 'makes' chips for a practitioner who joins in, telling them they are 'delicious' and agreeing they would taste even better with some tomato sauce. The game is extended as more 'chips' are made and other children join in, all captivated by 'tasting' them. The practitioner skilfully weaves salad and vegetable food options into their discussion, which enables children to think about healthy foods. Children have access to a wonderful range of mark making and creative resources which they can

access at any time. Older children enjoy developing their newly found ability to write their own names and support is provided for younger and less able children to join in. Practitioners help them recognise and form letters in their own names and support them to 'have a go' independently. This enables all children to participate as they draw their pictures and add their names to go on the 'leaver's tea towel' that is being produced. They know that they have to draw in black pen as otherwise their picture will not show up when it is printed. This purposeful and individualised approach to learning means that children receive excellent teaching in early literacy and gives children a superb foundation upon which to support their future learning and readiness for school.

Practitioners are skilled at using discussion to draw out areas of interest for each child. They relate conversations to past and forthcoming events in children's lives, such as, talking to a child who bumped their head as they helped feed the chickens at home that morning. Children learn about one another's lives and differences in the way they live, and practitioners promote such conversations to introduce children in a gradual way to the diverse nature of British society. Children learn about different traditions and cultures in varied and thoughtful ways. They make diva lamps during Diwali, taste the 'peda' sweets they make at snack time and wear the leis they have created during their play. They learn that 'peda' means a soft, doughy substance and listen to music that is associated with the festival. Practitioners interweave discussions and activities about other cultures, with more traditional occasions, such as Easter and Father's Day. This enables children to realise the equal importance attached to traditions for different communities. Their learning is further supported through use of the computer where they search for images and explanations to inform their innate curiosity. Children independently access the computer at other times and show confidence in their ability to manipulate the mouse and navigate the screen.

Children have access to high quality continuous provision such as, sand, water, paint, role play and construction materials. As a result, they have extensive opportunities to develop their own ideas about their play. The 'discovery table' is attractively decorated and used to spark children's interest in their local area as they bring in items they have found. Children present their finds at 'circle time' which engenders conversations about nature and helps children learn about the area in which they live. A superbly well-stocked book corner, which is a cosy and well-used 'communication friendly' space is welcoming and attractively set out with posters and language. It has soft flooring, cushions and a variety of comfortable child sized easy chairs, in which children are frequently found lost in a book. A recent initiative which further promotes reading means all two and three-year old children are presented with a book package on their birthday

Role play is a daily feature of the pre-school provision and children are always offered writing materials to support their literacy development in these areas. These areas are changed regularly, as a result of children's interests, to cover ideas, such as 'Into space' and 'The hospital'. This heightens children's interest in these activities and demonstrates that their views are important to the staff, developing their feelings of belonging and self-worth. The pre-school covers a number of festivals and helps children learn about difference using food, art, music, dressing-up and stories. This teaches children to appreciate the diversity of their immediate and wider community. Children are active learners who dance and sing to action rhymes, demonstrating how well they know them as they perform the actions. They relish opportunities to take their learning outdoors and

practitioners further encourage this by creating areas which stimulate individual children to learn effectively. For example, a bug garden is being created as one child is captivated by insects. Children are fortunate to enjoy an allotment on site which they 'join' as they begin pre-school and receive their own 'gardening pack'. They grow different herbs, vegetables, soft fruits and flowers. The results of their efforts are cooked and enjoyed at snack time or taken home to share with their families. They enjoy being part of the 'cookery club' as they have fun creating 'wriggly worm' (noodle) soup and make pizzas. They learn new words such as 'cous cous' when they create dishes with the salad vegetables they grow. Outings within the local area help children learn about recycling as they create decorations for the village church Christmas tree from recycled goods. They explore the living world and the seasons, as they enthusiastically search for bugs and butterflies in the adjoining pasture.

Parents engage with their children's learning in a variety of ways, including regular meetings with key persons every six weeks to share the progress reports that are produced for children. These cover all seven areas of the Early Years Foundation Stage so that parents receive a complete view of their child's learning. Weekly plans are also shown on the parent noticeboard and a display board is completed each day to tell parents what activities children have been involved in. The pre-school has its own website and newsletters that offer news, advice and information. These measures ensure that parents are offered many opportunities to contribute to their children's learning. The nursery has implemented the progress check for children aged two and shares these with children's parents to ensure their comments are included. The reports describe in detail the progress children have made to date which means they can be used to inform the health visitor check. This demonstrates the conscientious approach the pre-school takes to partnership working.

The contribution of the early years provision to the well-being of children

The intimacy of this small and highly effective pre-school offers children a truly nurturing and delightful experience during their early years. The importance of the key person role is recognised by practitioners who sensitively support children's emotional welfare. Together with the comprehensive knowledge each key person has of children and their families, children flourish and grow in confidence. Although each child has a key person, because of the small nature of the pre-school, children know all practitioners equally well. This offers them excellent consistency in their learning. The expertise of practitioners and their sensitive and friendly approach to children ensures all children are secure and self-assured. Children develop self-help skills as they complete small tasks each day and feel valued and appreciated. Their behaviour is impressive and they are mindful of one another's well-being. For example, children show concern when another child feels unwell and ask how their friend is feeling. Practitioners encourage children to understand that everyone is their friend at the pre-school and promote an inclusive attitude. Children learn from the wonderful role models they have in the practitioners working at the pre-school. Children demonstrate extremely good manners and are polite to adults and one another. For example, at snack time they say 'please' and 'thank-you' and help to prepare the table and clear away after they have eaten. This develops their independence and manipulative skills. Practitioners sit with children as they eat their snacks and encourage them to enjoy

such occasions as a sociable experience. Snacks are healthy and children have independent access to water during the day. This promotes children's awareness of how to keep themselves healthy. Information regarding food allergies and intolerances are available to all practitioners to protect children's health and well-being. There are many opportunities for children to develop independence and self-help skills, such as, being the 'special helper' each day and taking home 'Daisy the caterpillar'. 'Daisy' has numbers and letters on her back and in the rucksack that accompanies her is a book children have chosen to read with her and a toothbrush to brush her teeth. A notebook goes with 'Daisy' to write about what they do together and a note is included for parents to explain the purpose of the bag. This encourages children to be responsible, give thought to what they do, learn the importance of cleaning their teeth and further promotes the joy of reading.

Children use resources safely indoors and outdoors, showing an excellent regard for their welfare and that of their peers. They are included in the life of the pre-school whenever possible and help practitioners assess the safety of their environment each day. They demonstrate spatial awareness as they negotiate the space around resources outside on their trikes and remind one another not to run inside as 'it is not safe'. The larger outdoor play equipment in the adjacent field offers children the opportunity to take risks and experience challenge in their play. Children learn about safety in the sun and one child, who dresses themselves for the first time, proudly tells practitioners they have put on a skirt under their dress to make sure they do not get burned. Practitioners understand the need to allow children space and time but ensure they are safe at all times. A comprehensive range of policies, procedures and permissions from parents further protect children's welfare and support their physical and emotional well-being. These are reviewed regularly or as needed, to ensure that they meet the needs of the children who attend.

The resources indoors and outdoors are particularly well-arranged to develop children's independence and offer them autonomy in their play. The indoor space is large, light and airy and children move around the room with ease, showing familiarity in the environment. Evaluation of the pre-school has led to further development of the use of the outdoors, in order to enhance children's play experiences. Children delight in planting bulbs on the slopes around the play area and make fat balls to hang from their bird table. They anticipate the bulbs flowering and watch a variety of birds visit the table. Increasingly, children take their play outside and practitioners support them superbly, bringing out additional resources to extend and develop their play.

The pre-school shows a genuine commitment to equality of opportunity and the promotion of diversity. For example, a recent grant has been used to purchase additional resources, such as compact discs of music from differing cultural backgrounds. As children tidy up, they listen to Hindu music telling the story of Sitar and the monkey king. Children dress-up in multi-cultural outfits and play food includes traditional cookware and foods from different countries and cultures. Procedures for the intimate care of children are effective, and protect both staff and children. Key persons have an excellent understanding of the level of support needed by individual children for self-care and personal hygiene, providing a consistently high standard of care. Whenever possible, practitioners support children to develop independence. For example, they encourage children to wash their hands after visiting the toilet and encourage them to think about other times they may need to do so. In the term before children move up to school the pre-school concentrate on ensuring

they have the skills they will need. For example, the register is called in the same way as it will be at school. Children hang up their coats on named pegs and develop self-help skills. This helps to promote children's emotional security at times of transition.

The pre-school offers very thorough information to parents prior to children joining and settling routines are tailored to the individual needs of children and their families. Parents and children visit until the child is familiar with the pre-school routine and parents are happy with the care and education offered. During this time, key persons are introduced and children are observed, which helps children settle and practitioners plan for their initial learning. Parents provide detailed information prior to children joining the pre-school, so that practitioners have comprehensive information with which to support children's progress. The parent noticeboard displays a broad range of information about pre-school activities and other details, including information about local services and amenities for families. Information about the Early Years Foundation Stage and the current topics that children are learning about are also shown. A regular newsletter keeps parents informed about current pre-school news and forthcoming events, such as, fundraising events, which they and their child can become involved in. Informal chats at drop off and pick up times offer parents a relaxed opportunity to hear about their child's time at the pre-school. This means that parents are very well-informed about their children on a daily basis.

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

The impact of the inspirational and motivated manager is evident throughout this outstanding pre-school. The manager is passionate about her role and this is reflected in other practitioners in the team. Her enthusiasm is equally matched by her professionalism and determination to ensure children achieve the very best in their time at the pre-school. The manager values her team and ensures they feel appreciated. A new deputy manager has recently been recruited and is undergoing her induction. This is being capably managed and she is being given time to settle and get to know children before taking on a key person role. The manager considers it important that she and the children know each other and feel comfortable in one another's company first. This ensures that the outstanding practice within the pre-school is not compromised and benefits all children attending. Bi-monthly staff meetings, regular supervision and annual appraisals support practitioners and practice is consistent. The manager's highly proactive approach to training ensures practitioner's continuing professional development benefits both them and the pre-school performance as a whole. The individual skills of practitioners are recognised and the manager deploys them effectively to complement the experience children receive. She acts as an outstanding role model for practitioners and is a visible presence within the pre-school.

The manager has a clear vision for the future of the pre-school and strives for excellence in all she does. Together with the supportive and enabling committee, dedicated and resourceful parents and the support of the village, an action plan is in place to ensure that a number of improvements become reality. Self-reflective practice has become embedded within the pre-school's practice through completion of the local authority quality assurance scheme. Through this process the manager sets achievable goals that can be met within

realistic timescales. Risk assessment is rigorous and daily safety checks ensure children can move safely and freely in their environment. Safeguarding and child protection are given the highest priority. All practitioners have received basic child protection training and the majority are trained as designated persons. They have a comprehensive understanding of the procedure to follow and the contact details to use in the event of a concern. There is an exemplary approach to recruitment and induction of staff using 'safer recruitment' procedures. Staff suitability is ensured through rigorous checks which include the use of the vetting and barring procedures. All documentation required under the revised statutory requirements is meticulously completed and ensures the safe and efficient running of the pre-school. The policy for the use of portable devices with cameras on the premises is clear and widely understood and visitors are reminded of the need to comply in this respect. Through the motivated, professional practitioners and comprehensive policies, the pre-school offers children a superb learning and welfare experience.

Practitioners demonstrate a consistently outstanding knowledge and understanding of how young children learn and develop. They work very hard to deliver educational programmes which meet the requirements of the Early Years Foundation Stage. This results in activities and experiences which captivate children and stimulate their interest. Children make excellent progress as a result and gaps are closing exceptionally quickly. Teaching in the prime areas of learning is given the highest priority as the manager recognises their importance in providing children with a firm foundation for their learning and enabling them to be ready for full-time school.

The action and recommendations from the last inspection have been comprehensively addressed and have brought about impressive improvements in practice within the pre-school. Monitoring of the educational programmes, individual planning and assessment are meticulously carried out by the manager. This ensures that all children receive a consistently rich and varied learning experience based on their individual needs. The manager monitors the quality of teaching and practice by frequently observing practitioner's interactions with children. This ensures very high standards of care and education are offered within the pre-school as a whole. There is an exemplary approach to evaluating the learning environment in order to ensure that children are provided with a wealth of fully accessible resources. This supports them to make independent choices in their play. Equipment and resources are precisely matched to the needs of the children ensuring they make exceptional progress according to their individual needs.

Parents spoken to praise the pre-school highly for its dynamic approach to building partnerships with them and the progress their children make while there. A variety of formal and informal opportunities are provided for parents to receive information about their children's learning, including written reports and regular meetings with key persons. Consequently, parents are exceptionally well-informed about their children's development. The pre-school also provides coffee mornings, sessions for parents, quiz nights and charitable and fund raising events to enhance parents' engagement in their children's learning. Parents are encouraged to contribute to the evaluation of the nursery through a range of verbal and written means and the pre-school has a well-established system for supporting parents who use its service. Parents have an excellent awareness of how to make any concerns known to the pre-school and feel very happy to approach the manager

or committee if they have any queries about any aspect of the pre-school's practice. This demonstrates how effectively the pre-school has established an 'open-door' partnership with parents, in order to maintain high standards of care and learning, through listening to their views.

Transitions for children from the pre-school to full-time school are smoothly managed due to close partnership working, including passing on detailed information about children's progress. However, in the past year, links with the local school children move onto have been less effective and teachers have not visited the setting. Some children go to another setting and Daisychains has well-established procedures for exchanging information with other providers when necessary. The pre-school work in partnership with parents at these times which means both parents and children are reassured at times of change, enhancing emotional well-being.

The evaluation of the pre-school by practitioners, parents and committee consistently demonstrates how reflection on practice translates into an excellent capacity for continuous improvement. The pre-school demonstrates a relentless drive to produce the best possible care and early education for children.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	221766
Local authority	Cambridgeshire
Inspection number	818202
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	55
Number of children on roll	15
Name of provider	West Wickham Pre-School Committee
Date of previous inspection	05/02/2009
Telephone number	07925 625565

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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