

Inspection of Daisy Preschool

Daisy & Rainbow Child Care, Pathfields, Totnes TQ9 5TZ

Inspection date: 27 January 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Staff offer a flexible drop-off system, enabling those children who require it a gentle and quieter start to the session. Children who are new to the setting also receive a tailored approach from staff to ensure they feel completely secure. Existing children enter the pre-school with enthusiasm. They hang up their belongings, place their lunch boxes in the designated space and confidently find their name card, ready to self-register.

The curriculum is planned effectively to help children make strong progress. Staff teach all children the skills to recognise their own needs. For instance, they use visual aids and teach children to recognise and name their emotions. Specific breathing activities help children to self soothe and help them to know when it is time to rest and relax. Children practise this until staff gently ring the bell.

Children enjoy exploring their senses and learning how to use tools and equipment. During mealtimes, staff teach children how to use chopsticks as they attempt to pick up their egg fried rice to support their hand-eye coordination. They then use these skills during free play, picking up cooked spaghetti with tongs. Children enjoy feeling the texture of the spaghetti between their fingers and talk about how it feels 'squishy'. Additionally, children squeeze pegs and attach cotton wool balls to them. They carefully hold onto their pegs, dipping their cotton balls into paint to make prints on paper. Children develop strength in their finger and hand muscles in preparation for early writing.

What does the early years setting do well and what does it need to do better?

- Partnership with parents is effective. Staff obtain essential information from parents from pregnancy to present date to ensure they fully understand the family needs upon starting. Staff implement video calls to children before they officially join to help children form close bonds with them and to aid the transition to pre-school. Parents comment positively on the high level of support provided to them as a family by the pre-school.
- Staff implement group times with children to give them the skills they need to achieve at school. For example, they tell older children that they will be using their 'independent superpowers'. Each child has a turn at practising skills, such as putting on their coat, shoes or wellies. Staff and children cheer when children achieve this. Children beam with pride saying, 'I can do it independently.'
- Children enjoy whole-group sessions. Staff use a puppet called 'Bonnie' to help children listen and follow instructions while developing their physical skills. As 'Bonnie' waves her magic wand, children pretend to be different animals. Staff encourage children to move like a giraffe, tiger and shield bug. Children move with enjoyment in a variety of ways.

- Staff teach children how to manage risks well. Children carefully climb up the stepladder with control and coordination and roll the ball down the guttering. Older children lift and roll large tractor tyres or use the attached ropes to pull them along. Younger children navigate through the material weaves, deciding whether to go over or under. Children develop core strength.
- The pre-school is highly inclusive and works extensively to support children with special educational needs and/or disabilities as well as those children who require extra help. Personalised group times help to rapidly close gaps in their learning. However, staff do not consistently identify and implement next steps for children who make steady progress to help extend their skills further.
- Staff ensure children benefit from healthy snacks. They have recently introduced 'brunch', combining a selection of breakfast and lunch snacks to provide children with a balanced and nutritious diet. Children independently use scoops to transfer cereal into their bowls and try a variety of different fruits.
- Children develop good social skills. Staff provide small-group sessions to encourage children to develop their understanding of sharing. Children play games with a friend and learn how to take turns. Staff also implement 'helpers of the day'. Children enjoy this responsibility and complete small tasks, such as setting up the snack table.
- Staff well-being is high. Each month, management ask the team to nominate a fellow colleague that deserves a small recognition. This helps to recognise staff's achievements and to celebrate their key strengths. Staff report that they feel exceptionally well supported.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- identify and implement next steps for children who make steady progress to help extend their skills further.

Setting details

Unique reference number	2695998
Local authority	Devon
Inspection number	10368058
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	36
Number of children on roll	50
Name of registered person	Daisy and Rainbow Childcare (Totnes)
Registered person unique reference number	2696000
Telephone number	01803864737
Date of previous inspection	Not applicable

Information about this early years setting

Daisy Preschool re-registered in 2022 and is located in Totnes, Devon. It is open Monday to Friday, from 8.45am to 3pm, term time only. There are 12 members of staff who work with children. Two staff hold a level 6 qualification, one holds a level 5 qualification and four staff hold a qualification at level 3. Five staff members are support workers who are unqualified. The pre-school offers government funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Joanne Steward

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation during a music and movement activity.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.
- The inspector held a meeting with the manager and chief executive officer to discuss the leadership and management of the pre-school.

We carried out this inspection 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.

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