



Daisy Chain Day Nursery

Inspection report for early years provision

Unique Reference Number	EY153271
Inspection date	12 May 2006
Inspector	Rosemary Beyer

Setting Address	Cinder Lane, Heworth, York, YO31 7TP
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Telephone number	01904 422211
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Registered person	Marlene MacLellan and Beverley Foers
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Type of inspection	Integrated
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Type of care	Full day care
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ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Daisy Chain Day Nursery opened in November 2001 and is jointly privately owned. It operates from extended private premises in the Heworth area of York. The premises are divided into seven areas with a separate dining room and office facilities. The four-year-olds are in the pre-school room with some three-year-old children. Another room accommodates the younger three year olds, while the remaining children and babies are split between two downstairs rooms and the upstairs baby room,

depending on age. There is an enclosed outdoor play area with suitable equipment. The children and babies also make visits to the local shops or play areas and sometimes go for walks by the river to feed the ducks.

The nursery serves the local community and surrounding areas and is registered for 50 children aged from three months to five years. There are currently 80 children on roll, of these, 35 children receive funding for early education. The nursery opens from 08.00 to 18.00 from Monday to Friday for 51 weeks. Children attend for a variety of sessions. The nursery supports children who speak English as an additional language.

There are 14 members of staff, including the joint owners, who work directly with the children. Of these, 11 have an Early Years qualification to level 3 and the owners both have a teaching qualification, one with Early Years specialism. They have one domestic staff member. They receive support from the local authority. The nursery is a member of the National Day Nurseries Association (NDNA) and the Heworth Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

A comprehensive sick child policy is in place, with information available for parents of the exclusion times for infectious diseases. The necessary written permissions are obtained for emergency treatment and medication. A procedure is also in place for taking a child to hospital should the need arise.

The children are developing an excellent awareness of the need for a healthy lifestyle to keep themselves fit and well. They know their food must be nourishing and well balanced, so they eat plenty of fruit and vegetables at snack time, along with either toast, rice cakes or bread sticks. They also know too much sugar causes tooth decay, which they discussed while making the gingerbread men.

Food for the children's lunch and tea is brought from home to ensure their dietary needs, and likes and dislikes are met. Each lunch box has an ice pack to keep the contents cold, as advised by Environmental Health Officers. The ready cooked food is reheated with staff using probes to ensure the correct temperatures are reached. If sandwiches are sent then a plate is provided. Meticulous kitchen procedures are in place for each week, day and meal time. Staff check and record fridge temperatures and the cleaning they have undertaken.

The children are all encouraged to have plenty to drink, at meal times and during the sessions, with older children able to help themselves from the tap at any time. Their beakers are then sterilised to prevent the spread of infection. Babies are fed from bottles with staff sitting on chairs to ensure they are held comfortably.

The older children have an excellent understanding of good hygiene practice which they implement without prompting. They all wash their hands to prevent the spread of

infection when using the lavatory, before food and before baking. Staff and older children remind younger ones if they think they have forgotten. The children washed their hands very conscientiously before baking biscuits, and then spontaneously after either touching their noses, their shoes or the floor. They know they must not lick baking spoons as this may spread germs and make them ill. Effective, consistently implemented hygiene practice is in place when nappy changing, with gloves and aprons used. Staff are also aware of and implement the procedure to employ for spillages and body fluids.

The older children know they need regular exercise and sleep to have the energy to be able to play; and can rest if they wish to do so, on the settee. Babies sleep in cots or prams, depending on parents' wishes, and toddlers on mattresses. Some babies sleep outside in prams as they do not settle elsewhere.

All the children have physical exercise each day, outside, weather permitting. Older children successfully and confidently use a range of large equipment and stilts to develop their balance and climbing skills. They move around safely and with good control. The younger children are learning to use the ride-on toys and to climb. They also go to the park and for walks in the locality. The babies enjoy watching the older children play, or if out of the nursery, feeding the ducks on the river.

During role play in the clinic, the pre-school children discussed the fact you would die if your heart stopped beating, and this could be because you did not have enough exercise and ate the wrong foods. One child was fascinated to hear a heart beating with the stethoscope and then amazed to feel blood pulsing through veins. They called the ambulance using 999 and gave the address so they would know where to come.

When the weather is fine children bring other activities outside such as books, drawing or construction games. They keep to shaded areas of the yard or sit under the gazebo, all wearing sun hats and sun cream. The children are very conscious of the need to avoid becoming sun burnt and if they have not brought their own hats, they ask for a nursery hat.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are cared for in a welcoming and stimulating environment where safety is of the highest priority. The comprehensive safety policies and procedures in place, are consistently implemented and regularly reviewed. Staff are made aware when they are first employed that they all share responsibility for the safety of the children and each other. They monitor equipment and resources as they are used, to ensure they are safe, removing them for repair or disposal if there are concerns. Any safety matters can be raised at the staff meetings for discussion. Children are also very conscious of the need to use resources and equipment carefully. They sit down to use scissors to prevent accidents, and move around the setting with care, taking turns and co-operating.

The older children are also learning to keep themselves safe when out of the nursery

through practising road safety with the ride on toys in the playground and out on walks. They know they must use the zebra or pelican crossings and keep away from the kerb to prevent accidents. They all readily discuss the visit from a police officer and the advice he gave about crossing the road.

Parents and visitors are admitted by staff and no unauthorised person is allowed access. Identification is verified and the visitors' book completed. The outside area is secured when the children are using the yard and access is permitted through the office not the main entrance.

Fire equipment and electrical appliances are regularly checked. Fire drills are also held regularly and recorded appropriately for effective monitoring to take place. Additional practises are held if new staff are appointed or other staff have not had recent experience. Staff caring for babies on the first floor have the use of an external metal fire escape as well as an internal route.

Children's safety is of the utmost priority and they are protected through the very good knowledge staff have of the local child protection procedures. They have highly comprehensive policies and procedures for child protection and also missing or uncollected children.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Both babies and toddlers enjoy a wide range of fun learning opportunities designed to enhance their rapid development, with comprehensive planning guided by Birth to three matters. Some activities, such as painting, are adapted from those provided for older children but account is taken of the different needs of the younger ones. Information about activities is well displayed and the effective monitoring and evaluation process ensures the babies and toddlers have a wide range of experiences and are making very good progress.

Toddlers and babies are comfortable and settled, coming in to the nursery happily. They enjoy stories, music and craft activities. The Treasure Boxes and Story Sacks are used to very good effect and support the extremely wide range of activities and toys provided. The children are developing a wide vocabulary through stories and conversation with staff, and are able to communicate their needs. They like singing simple songs and are also learning to count, with some of the toddlers able to count up to five. Pieces of work and a selection of photographs are displayed on the walls of the play rooms for parents and children to see.

Nursery Education

Staff have a very good understanding of the Foundation Stage, and the quality of teaching and learning is outstanding. They use meticulous planning, evaluation and assessment to ensure all the children over three years old are making outstanding progress and have excellent levels of achievement. Staff have expert knowledge and experience which enable them to provide activities which are exceptionally well matched to the children's needs and interests. The programme of activities and

comprehensive Foundation Stage information are displayed for parents to see, along with ideas for things to do at home. Samples of work and photographs are used to record a child's achievements and progress in his or her development book. The children enjoy looking at the albums of photographs and talk happily about the activities they have undertaken in the past.

The children are highly motivated and making very good progress through the stepping stones in all areas of learning. They have an excellent attitude to learning supported by the wide range of stimulating activities provided. Each child is monitored as an individual to ensure the activities are suitable and appropriate for their stage of development. Their expert knowledge of how children learn enables staff to monitor and understand children's progress effectively. They then record achievements in the development books.

Children's personal, social and emotional development is very good. They enter the nursery very enthusiastically, keen to see each other and try the activities available for the day. They concentrate very well and are highly motivated to complete tasks whether adult led or independently selected. Children have very good relationships with both staff and their peers, and they know each other very well. The children are confident and settle to their tasks with gusto, working alone or together depending on the activity.

Through discussion and conversation the children are developing excellent communication between themselves and the staff. Their already wide vocabulary is being continually enhanced and problem solving skills supported through discussion.

The children thoroughly enjoy books, which they use properly and with care. They like stories whether from books or made up with puppets or other toys. They know books also provide information. The gingerbread biscuits were made following a written recipe. Older children sit comfortably on the settee with younger ones to look at books, either reading them or following the story through the pictures. They anticipate what will happen in unfamiliar tales and enjoy contributing to conversations about stories staff are reading when asked to do so. They can also sequence a series of separate pictures to tell the story.

All the children can successfully and consistently recognise their names and most write them recognisably, with good pencil control. They use their name labels independently if they are unsure of the spelling. Mark-making during role play activities such as the clinic, when prescriptions were written for the babies, is developing very well.

The children are curious and keen to learn about the world, asking for information they need and playing a dynamic role in the way activities are introduced and developed to meet their needs and interests. They are learning about the seasons as an ongoing topic, with investigations into snow and ice, growing plants from seed and the development of the duck's eggs in the hanging basket providing valuable and exciting learning opportunities.

Various festivals celebrated during the course of the year have widened their knowledge of diversity and other customs and cultures. They enjoyed Chinese New

Year and talk about the red envelopes and dragons they made, and the chopsticks they used in their Chinese restaurant with great enjoyment.

They are starting to understand mathematical concepts including weight and length, balancing in construction games and measuring to compare sizes of babies at the clinic. During the baking activity they discussed the comparative volume of the same weight of flour and sugar, and how it changed when liquid was added and the further changes when the mixture was baked.

They enjoy playing card games such as snap, both with staff and independently, having a good understanding of the need to take turns, co-operate and play fairly.

The children produce some extremely imaginative art work, which is displayed on the walls. A selection of photographs shows the craft activities including papier mache pigs, firework pictures, Christmas hats and finger puppets which were taken home. The winter trees made with hand prints are very effective. The children enjoy using a wide range of materials and tools, including sponges and string as well as brushes, to great effect. They also make very competent observational drawings including those of daffodils and cyclamen. Considerable concentration and effort goes into their very successful art work and junk models, when they select a range of resources and materials for themselves, the Thunderbirds models particularly taking a great deal of time and patience.

Helping children make a positive contribution

The provision is outstanding.

The setting has a highly detailed equal opportunities policy which is designed for staff, parents and children and aims to raise awareness of diversity through an excellent range of activities and resources. Festivals are included in the monthly planning documents and children are developing a wealth of knowledge about other customs, cultures and countries. Some parents are involved in activities to explain the reasons for the celebrations.

Staff use stories to great effect when raising awareness of diversity, and children actively contribute to discussion about differences between both animals and people, and how they should be treated. The children are very keen to learn. They thoroughly enjoy using the excellent range of resources, both in adult led and self selected activities, whether books, costumes, musical instruments, craft or role play activities to celebrate festivals.

Children's social, moral, spiritual and cultural development is fostered, with their excellent understanding of right and wrong. Their good manners and consideration of others, whoever they are, are also developing well.

The children behave extremely well. The staff use positive management techniques to support children's behaviour and they learn from their first days in the nursery to develop good manners, share and take turns. Staff reinforce the already established code of caring for each other when the children are being exceptionally well behaved and through their role models. Even the toddlers give each other toys and resources

to play with and show concern if anyone is upset. The older children themselves praise each other if they have completed a good picture or played a game successfully, and show concern if their peers seem unhappy or angry. Staff know the children and their families very well so are able to successfully manage behaviour caused by outside influences, such as divorce or illness.

Partnership with parents is outstanding. The parents who commented about the setting were overwhelmingly supportive, apart from one parent who wished to have meals provided by the nursery and also more information about the Foundation Stage and the children's activities. The other parents are very enthusiastic about the care and education their children had received and are receiving, several having brought siblings to the nursery, and some driving considerable distances to use the facility. They felt they could raise any concerns with the staff and that their children's well-being was paramount.

When parents express an interest in the nursery a comprehensive, user friendly, brochure is provided. This contains information about the ethos of the setting, arrangements for care, staffing and also Birth to three matters and the Foundation Stage. The initial interview and visits are used to ensure staff have as much information as possible about the child and family to ensure their needs can be fully met. Contracts and record sheets are also completed, along with the necessary written permissions.

Parents are also able to learn about the Foundation Stage and Birth to three matters from the displays outside each room, with the daily routine and current activities listed. There is a selection of photographs to show the children enjoying a wealth of learning opportunities, whether they are babies or preschool children. The newsletters give information of forthcoming topics and also ideas for activities children can enjoy at home to support them, whether it involves comparing sizes of clothes worn by Jack and the beanstalk giant, reading stories or finding resources for the interest tables for different countries.

A comprehensive development book is completed for each child from their first days to their last, with photographs, samples of work and observational records of achievement. The books show the children concentrating on activities and playing together as well as pictures of their craft achievements.

No children with special needs are attending the nursery at present, but highly comprehensive policies and procedures are in place to ensure their needs can be met, with good relationships having been developed with the local agencies in the past. The special needs co-ordinator and other staff undertake training to keep their knowledge up to date.

Children with an additional language are welcome to attend the nursery and through very good communication with parents, staff support the children's use of both languages. Some labels are used on equipment, books and activities provided to support the children's learning.

Organisation

The organisation is outstanding.

Leadership and management are outstanding. The staff group is well established, experienced and qualified, with an expectation that on going training is undertaken to develop their knowledge and personal development, while further improving their practice. They all work together to ensure the smooth running of the setting and the constant supervision of children, keeping each other informed and supported. Staff do move around the nursery to ensure they get to know all the children, so they are not strangers when they change rooms due to promotion, children change rooms or when they are covering for holidays or illness. To ensure continuity the manager employs the same agency staff wherever possible.

All staff have a very good knowledge of either Birth to three matters or the Foundation Stage, some both. They are all included in continuous monitoring of the setting to ensure children are making very good progress and are able to make suggestions for improvements or raise concerns. The nursery ensures all the children and staff have the opportunity to develop their full potential, taking account of their needs and their interests.

The setting has a clear ethos, and comprehensive policies and procedures in place to support all the children and their families. The behaviour policy reflects the nursery's positive attitude to management, with staff expected to provide good role models and encouragement not imposed discipline.

Recording and monitoring ensures the safe and efficient management of the setting. Confidentiality is respected and information stored securely in the office, although available for parents. The setting has a complaints procedure which is made available to parents, and any complaints or concerns are recorded. Overall the setting meets the needs of the children.

Improvements since the last inspection

The child protection procedure has been adapted to ensure the children are protected should allegations be made against a member of staff.

Complaints since the last inspection

There are no complaints to report.

The setting is required to keep a record of complaints, which must be made available to parents.

This record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk