



Daisy Chain Private Day Care

Inspection report for early years provision

Unique Reference Number	EY292049
Inspection date	30 June 2006
Inspector	Yvonne Victoria Facey
Setting Address	95 Langsett Road South, Oughtibridge, Sheffield, South Yorkshire, S35 0GY
Telephone number	0114 2864642
E-mail	
Registered person	Daisy Chain Day Care
Type of inspection	Integrated
Type of care	Full day care

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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Daisy Chain Private Day Care Limited was registered in 2004. It is a privately owned day nursery which operates from refurbished and extended premises situated in the Oughtibridge area of Sheffield. There are five playrooms on all three levels of the building. Toilets and changing facilities are located close to the play rooms and there is a fully enclosed outdoor play area.

The nursery is open from 07.30 to 18.30 every day except Bank Holidays for up to 57

children aged between two months and eight years, on a full or part-time flexible basis. There are currently 60 children on roll of whom 15 receive funding for nursery education. The nursery offers care for children with special needs and supports children who speak English as an additional language.

There are 14 members of staff working with the children, of whom nine have an appropriate early years qualification and three are working towards a qualification. The setting receives support from the National Day Nurseries Association and from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

The children are cared for in a warm, clean, environment, where staff promote suitable hygiene procedures. There are clear policies and procedures, which promote the health and well-being of the children. The children are beginning to understand simple health and hygiene practices, such as why they need to wash their hands before eating and after they use the toilet. Children's individual needs and well-being are sufficiently supported through appropriate documentation, records and procedures. For example, records detailing children's individual dietary needs, the recording of accidents and written permissions from parents are in place. There are an appropriate number of staff that hold a recognised current first aid certificate. However, there is not a clear system within the nursery to ensure that all staff are aware of the designated first aiders are on duty.

Nourishing snacks are provided for the children. A balanced snack mid morning and mid afternoon, includes fresh fruit, cheese, yoghurts and toast. Children bring their own packed lunch which is suitably stored in the nursery's refrigerator. Staff liaise well with parents, ensuring that any children's special dietary requirements are appropriately met. Children can help themselves to fresh drinking water. The children's mealtimes are sociable, they enjoy talking to staff and friends as they eat together.

The children have daily access to an outdoor play area where they are developing their large motor skills. They learn to use wheeled toys competently, kick footballs and run and jump. Children's small manipulative skills are developing as they confidently use the scissors, pencils and crayons.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children play safely in a suitably organised environment where priority is given to security to ensure that children cannot leave unsupervised and visitors cannot gain unauthorised access. For example, close circuit television is in place and outdoors is securely fenced and gated. A clear record is kept of visitors to the setting and, as a result, the children's safety is maintained. Appropriate risk assessments are in place

to ensure that potential hazards are minimised.

Children have access to a wide range of toys and resources, which are safe and suitable for their use. The resources are organised so children can access them easily and some are stored at their level. Equipment used by the children meets the required safety standards and is routinely checked by the staff to ensure that items remain safe for them to use. Gentle reminders from staff ensure that children have a growing awareness of how to keep themselves safe as they move around the setting. For example, by promoting walking when children run around explaining that they don't want the children to fall and hurt themselves.

Children are protected from harm through staff's sound knowledge of child protection issues. The staff are clear on the procedures to follow should they have a concern about a child in their care.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

The children demonstrate increasing confidence and independence in their environment and enjoy being at the nursery. They are settled and cared for in a generally suitable planned and resourced environment. Children are able to learn at their own pace because staff plan activities to capture their interest. They are relaxed and comfortable with the staff and they are able to seek support and guidance easily. For example, children ask a member staff if they can help them with the scissors to cut a piece of card.

Staff working with babies have a secure knowledge of their developmental stages. However, The Birth to Three matters framework is not used to enhance the development and the recording of progress for children under three. There are warm and affectionate relationships between the staff and all children, this results in children being confident and successfully raises their self-esteem.

Nursery education

The quality of teaching and learning is satisfactory. Children make steady progress towards the early learning goals because the staff have a suitable knowledge of the Foundation Stage. The staff provide activities and experiences that are based on children's interests and sufficiently cover most areas of learning. However, there are missed opportunities in some areas of learning for the children to develop their skills, such as knowledge and understanding of the world and mathematical development. Written plans are used, which identify the learning intentions for individual children, although these are not effective to ensure that all children's learning experiences are effectively planned for and to build on what they can already do. For example, a child successfully recognises most letters of the alphabet but staff did not record this observation to ensure they plan for his next steps in learning. Overall, children are interested in the activities provided and are able to make choices. They have good concentration skills and at times are engrossed in some activities. However, some routines of the day interrupt their play and, as a result, children are not always able to complete their task.

Children show appropriate awareness of their own needs and can manage their own personal hygiene well. They are forming good relationships with each other as they enjoy the company of their peers and seek others out to play with chosen activities and resources. Children are well behaved and understand right from wrong, with suitable explanations from staff. Children speak confidently using good vocabulary which is appropriately extended by the interactions of the staff as they talk and question the children during their play. Story and group times are used well and children are happy to join in and discuss a range of topics, such as the weather and what they are doing at the weekend. Children confidently know the names and sounds of many letters of the alphabet. Some children can accurately form the letters of their names and staff encourage them to write on notices and signs for displaying their work.

Mathematical language is sometimes used in children's play as they talk about the number and shape. Children have a good awareness of shapes, they can easily and accurately describe shapes in the every day objects they see. For example, in discussion about the shape in circle time they successfully recognised crescent , octagon, square. However, there are limited opportunities for children to use addition and subtraction in every day routines. Children have some awareness of the wider society in which they live and speak of home experiences freely. There are few opportunities for children to explore their technology skills.

Children enjoy the role-play area and successfully use their own experiences. Children's individual creativity is developing well and they produce some interesting modelling making and paintings. They eagerly explore a suitable range of materials, including sand, water and paint. The children's physical development is encouraged through a range of planned activities including music and movement, and through regular access to the outdoor environment. They use tools, such as scissors and glue spreaders with confidence to cut items such as paper and card with growing ease. Children are confident at song time and sing simple songs, for example, 'the wheels on the bus' where they enjoy imitating the movements.

Helping children make a positive contribution

The provision is satisfactory.

Children are generally happy and settled at the nursery. They behave well and are able to co-operate and share. They are developing a respect for others and talk confidently about their home environment and find out about those of others. This is through the suitable range of toys and resources that promote positive images. For example, there are books that reflect different cultures and genders and feelings. This positive approach fosters children's spiritual, moral, social and cultural development. Systems to support children with special needs are not fully in place. There are limited systems in place to work with other agencies and staff do not plan for individual educational needs. However, staff do ask appropriate questions when children first start and adapt their ways in working to ensure children are included in all activities.

The partnership with parents is satisfactory. There are friendly and supportive

arrangements in place for staff to get to know children and their families. Staff gather personal information regarding children's individual needs to ensure that staff follow home routines and they share information about the children's day. For example, what they have had to eat, sleep times and nappy changes. This ensures that children are cared for in an environment that is sensitive to their needs. There are notice boards for parents to gather information about the routines of their children's time at nursery, which include planning relating to nursery education. However, not all parents come into the setting to access this information and there are limited systems in place to inform parents about the early learning goals.

Organisation

The organisation is satisfactory.

Children's enjoyment is fostered by the suitable organisation of the play resources and the environment. There is a key worker system in place to ensure the continuity of care for children. There are adequate systems in place to recruit and check staff, this ensures that children are cared for by adults who are suitable to do so. There are detailed policies and procedures that are suitably implemented by the staff to ensure children's well-being is effectively promoted. Most records are maintained to a good standard. The exception to this is the documentation relating to administration of medication: this is not organised effectively to fully support the children's welfare and safety as prior written permission is not obtained in all cases. This is a breach of a mandatory requirement in regulations.

The leadership and management is satisfactory. Staff have access to training and development opportunities. However, there are no appraisal systems in place to ensure that the right staff access the appropriate training to enhance their skills. Support has been put in place from the local authority to help staff to implement the Foundation Stage and develop assessment of children's progress. There are some opportunities for staff to meet as a team and most of them are involved in planning activities.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

The previous inspection recommended that the nursery: improve hygiene practices; obtain relevant records for administering medication; ensure staffing levels are maintained and that staff are aware of their roles and responsibilities; develop staff's understanding of equal opportunities; devise a system for planning to include outdoor play; and provide children with a suitable range of toys and activities.

Children and staff wash their hands at appropriate times ensuring that the risk of infection is reduced. Staffing levels are maintained at all times. This ensures that children are kept safe. Relevant procedures and documentation are in place for administering medication. However, this is not consistent throughout the nursery.

The staff have devised a planning system which includes outdoor play, although staff are working towards improving the planning system to ensure all children's individual needs are met. There is a good range of toys and activities that are sufficient for all children. This ensures that children's development needs are suitably met.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop the provision for the children under three years by using the Birth to three matters framework
- keep a written record, signed by parents, of medication given to children and ensure that designated first aiders are clearly identified.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop the curriculum planning and observation records to clearly identify children's next steps in learning and their progress in the six areas of learning
- consider effective ways to ensure daily routines do not interrupt children's play (also applies to care)
- develop opportunities particularly for children's mathematical development and the knowledge and understanding of the world through everyday practical activities

- develop information for parents to ensure that they are fully informed of their children's progress (also applies to care) and the Foundation Stage Curriculum.

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