

Daisy Chain Childcare (Adel) Ltd

Inspection report for early years provision

Unique Reference Number	EY246035
Inspection date	22 May 2007
Inspector	Abigail Caroline Cunningham
Setting Address	2a Tile Lane, Leeds, West Yorkshire, LS16 8DY
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Registered person	Daisy Chain Childcare (Adel) Ltd
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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Daisy Chain Childcare Adel is one of three nurseries run by Daisy Chain Childcare Adel Ltd. The nursery opened in 2003 and operates from four rooms in a purpose-built building. It is situated within the grounds of Adel Primary School in the Adel area of Leeds. A maximum of 54 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year. All children share access to three secure enclosed outdoor play areas.

There are currently 88 children aged from six months to under four years on roll. Of these, 19 children receive funding for early education. Children come from a wide catchment area.

The nursery employs 20 members of staff. Of these, 10 hold appropriate early years qualifications and seven members of staff are working towards a qualification. Additionally, there are two members of staff working towards an early years degree and one member of staff is working towards early years professional status. The nursery receives support from the local authority and the emphasis is on learning through play.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

The children have excellent opportunities for fresh air and outdoor play on a daily basis, such as accessing the outdoor play areas and exploring the conservation area within the school grounds. They also go out for regular walks within the local community, such as visiting a local farm to look at the horses and sheep. The outdoor play areas are welcoming and inviting places to play. The children and staff recently enjoyed participating and winning a gardening competition and have created a herb garden and a vegetable patch. The children move freely with pleasure and confidence; for example, outside they energetically dance to rock and roll music. They have access to a very good range of large and small equipment, such as the slide, hoops, balls and wheeled vehicles and also enjoy balancing on crates and tyres. The children engage in a wide range of activities requiring hand-eye coordination, such as using scissors and paintbrushes.

Very successful methods for promoting personal hygiene are used. For example, there is liquid soap and paper towels available in the toilets and the staff use different coloured cloths for cleaning different areas. Staff wear gloves and aprons during nappy changing and the changing mat is thoroughly cleaned after each use. The staff are very good role models; they wash their hands after toileting and nappy changing and before serving food. There is an excellent range of photographs available in the children's bathrooms, showing the children washing their hands and the reasons why it is important to do this. As a result, the children know the routines and reasons for hand washing, for example, so that they do not get germs in their mouths because if they do they will get a poorly belly. They are also clearly aware of their own needs, such as accessing the toilet independently.

All staff are fully aware of the individual dietary requirements and preferences in full discussion with parents. The setting employs a cook and there is a very high emphasis on healthy eating. The menu is displayed for parents to see and meals are wholesome. For example, the nursery has fresh fruit and vegetables delivered by a local greengrocer and the children are offered five portions of fruit and vegetables each day. Fresh and dried fruit is readily available for children to help themselves to during snack time. Mealtimes are an extremely sociable event; for example, the staff sit with the children and they chat happily together. The children are very independent in feeding themselves; they enjoy their food very much and confidently help themselves to second helpings. The children also have opportunities to grow their own food, such as radishes.

Very effective arrangements are in place for administering first aid and medication; there are fully stocked first aid kits available throughout the centre. Clear, concise written policies are in place regarding sickness, accidents and administration of medication. These are fully implemented and shared with all parents, in particular during settling-in visits. Most of the staff hold a current first aid certificate and other staff are booked on to attend training.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are clean and most areas of the nursery are well maintained and welcoming, with the exception of the children's book area in the three- to four-year-olds' room. This area is currently uninviting and is not very well used by the children. There is good evidence of children's play and activity throughout the building, and parents, children and visitors are warmly welcomed

on arrival. Children's work is attractively presented on the walls and photographs of children involved in a broad range of activities and play are on display.

There is a good range of toys, furniture and equipment available which is mostly in good condition and is regularly checked and cleaned. However, some of the children's books are worn, as not all the children are consistently encouraged to handle books carefully. Staff use toys, equipment and materials effectively; for example, the younger children are given age-appropriate utensils for eating.

Children benefit from a good range of safety measures; for example, socket covers and safety gates are used. The children rehearse emergency evacuations at regular intervals. Staff are very diligent in ensuring children are safe both indoors and outdoors, and they conduct regular risk assessments. The children are supervised at all times, are unable to leave the premises unattended and are never left alone with persons who have not been vetted. The system for managing access to the premises is extremely good and unauthorised persons are unable to gain entry, a record is kept of visitors and the nursery entrance is monitored by closed-circuit television.

Children are protected from possible abuse or neglect as staff implement child protection procedures which are robust, fully understood and work in practice. Child protection procedures are discussed in full with parents during settling-in visits and the setting's written child protection policy is easily accessible.

Helping children achieve well and enjoy what they do

The provision is good.

Staff working with the younger children have attended 'Birth to three matters' training. They confidently implement the framework and the planning and assessment systems are very effective for this age group. Babies' emotional needs are well met as they receive plenty of individual attention and cuddles, for example, while being bottle-fed. They are made to feel special by key persons and parents handing young babies directly to each other at the beginning and end of the day. Staff are effectively deployed so that a key member of staff is available to care for the babies and young children at all times. Additionally, when children move to another room there is a clear transition process in place. For example, parents are consulted prior to the move and children have settling-in visits accompanied by their key worker and other friends from their room who are also ready to move.

The staff are motivated and their enthusiasm inspires the children in their play. The children are very happy, settled and confident in the setting and enjoy learning. For example, while playing outside, children asked an adult if they would put the music on and as soon as the music started a large group of children danced enthusiastically. Plans provide a broad range of practical activities which develop children's knowledge and understanding. Activities are presented in an interesting and thoughtful way and the children have good opportunities to be involved in messy play; this is throughout all age groups, such as babies playing with the sand. The staff encourage the children to try new activities, for example, playing with the dough and mixing paints.

The staff listen to the children; they are interested in what the children say and do. They also provide children with activities based on their individual needs and interests. For example, the staff introduced a baby clinic in the role play area, after listening to the older children. This is because most of the older children have younger siblings and there is a great deal of

conversations, usually around mealtimes, regarding babies. The children are fully involved in their activities, such as watering the vegetable patch and racing around the outside area with tipper trucks. The staff create inviting areas in the outside play areas, such as dens. This encourages the children to be with others and make conversations.

Nursery Education

The quality of teaching and learning is good. Staff have attended training on the Foundation Stage and competently put this into practice. They show a good knowledge of the Foundation Stage and provide a wide range of activities and experiences to cover all areas of children's learning. Planning is flexible, clear and covers all areas of learning in the curriculum. Detailed planning for focused activities ensures clear learning intentions are identified for children. Assessment records for each child clearly show the children's approach to learning, their achievements and their progress, and show planning for children's individual next steps in learning.

Children respond well to the encouragement and praise they receive and, as a consequence, they make good progress in their learning. The children settle quickly, part easily from their parents

and talk freely about their home and community. The children are very independent; many can dress and undress themselves with very little or no help. The children have regular French lessons which they enjoy and they happily sing along to various songs and can confidently say many French words, such as 'bonjour'. More-able children are confidently writing their name and are naming and sounding letters of the alphabet. However, most of the children do not handle books correctly.

The children show an interest in numbers for counting; three-year-olds counted four wheels on a car. The children use and observe positional language during play, such as 'up' and 'down'. They confidently use size language, for example, 'big' and 'little'. However, there are missed opportunities for children show an interest in number problems; for example, while setting the table for lunch. The children enjoy watching what happens when they mix colours and can talk about personal intentions, describing what they are trying to do; for example, 'I am painting a thunder storm'. The children enjoying singing and dancing; for example, they automatically start to dance when the music comes on. The children use available prompts to support their role play and more-able children play alongside other children engaged in the same theme. Overall, children make good progress towards the early learning goals given their capability and starting points.

Helping children make a positive contribution

The provision is good.

The staff are good role models; they are very friendly and know the children and parents extremely well. As a result, the children are friendly, cooperative and take a keen interest in visitors. They enjoy receiving rewards for their good behaviour, such as certificates, stickers and stamps. The children understand what is expected of them because the staff are skilled in encouraging good behaviour. As a result, all the children are very well behaved; for example, they use manners, share and enjoy helping.

There are good systems in place to support children with learning difficulties or disabilities. The children develop a positive attitude to others and a good understanding about the wider

world and community. This is achieved through celebrating festivals, such as Chinese New Year. The children have access to a good range of resources which show positive images, such as empathy dolls, books, dressing up and cooking utensils. They go out for walks in the local community and have visits from the fire service. The children are also involved in various fundraising events, such as raising money for the local donkey sanctuary.

Partnership with parents and carers is outstanding. Parents have excellent opportunities to share what they know about their child through regular discussions with staff, formal meetings and an effective settling-in procedure. Staff give excellent attention to meeting all the children's individual needs and exchanging this information with parents, for example, through the use of daily reports being completed for the under three-year-olds. Additionally, the various noticeboards throughout the building prominently display relevant information, such as staff photographs and qualifications. Further information is available through the setting's policy files, which are easily accessible to parents. The parents receive very clear information about the educational provision through the nursery prospectus, room information booklets and discussions with staff. They are very much welcomed into the centre and inspired to be involved in their child's learning. For example, they confidently access their child's assessment records and add their comments to these. Additionally, parents are encouraged to participate in the various fundraising and social events, such as the graduation sports day and the Christmas concert. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

The staff have created an orderly environment in which to care for the children. Each session is planned for in advance and the staff are effectively deployed. Staffing ratios are consistently high and the children are given good support. As a result, all the children are very happy and settled. The staff work extremely well as a team; they are motivated and enthusiastic. They are fully involved in planning, evaluating and developing practice, for example, through staff meetings, planning meetings and appraisals. Staff have regular access to relevant training, for example, child protection, first aid and 'Birth to three matters'. An established system is in place for staff, student and parent inductions. The registration system is effective and this clearly shows when staff, visitors and children are present. All the required documentation is in place, such as emergency contact and registration details. This information is easily accessible and stored securely.

The leadership and management of the nursery education is good. The staff team are committed to improving care and education and there are clear plans in place for improvement. The staff regularly work with an advisory teacher from the local authority to improve their practice. Parents are regularly consulted regarding all aspects of care and education, for example, through effective use of questionnaires and a suggestion box. Planning is clear, reflects the different areas of learning and responds to individual children's needs and interests. The system is easy to follow, and all staff working with the funded children know how each part fits together. Additionally, assessment records are always updated by key workers. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Since the last care and nursery education inspection the setting has provided opportunities for new staff to attend Foundation Stage training. As a result, all staff are able to competently plan the curriculum and complete the children assessment records. Documentation has improved

as the policy for outings clearly defines just what is to be done in the event of a child being lost. The children are supervised at all times while using the bathroom, ensuring that the children's dignity and privacy is respected, and an adequate water temperature is maintained.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints 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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

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):

- make the book area in the three- to four-year-olds' room a stimulating and inviting place to play.

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):

- provide opportunities for children to solve simple mathematical problems through everyday routines, such as lunchtime
- encourage children to handle books carefully (also applies to care).

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk