

Daisy Chain Private Nursery

Inspection report for early years provision

Unique Reference Number	316008
Inspection date	25 September 2007
Inspector	Christine Marsh
Setting Address	647-649 Bury Road, Bolton, Lancashire, BL2 6HX
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Registered person	Adrienne Bolton & Joanne McClellan
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 Nursery opened in 1990. It is privately owned and operates from two converted Victorian semi-detached houses on the main Bury to Bolton road, within easy reach of Bolton town centre. The nursery has seven play rooms and an enclosed area for outdoor play. It serves the local and wider communities.

A maximum of 50 children may attend at any one time. The nursery opens weekdays from 07.30 until 18.00 for 51 weeks a year, closing for a week at Christmas and for bank holidays. Children attend for a variety of sessions. There are currently 75 children aged from six months to under five years on roll. Of these, 11 children receive funding for early education. The nursery currently supports a number of children with learning difficulties and disabilities.

The nursery employs 22 members of staff, 18 of whom work with the children. Of these, 12 hold appropriate early years qualifications and the other staff are all working towards qualifications.

The setting receives support from Bolton Early Start.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are well cared for in a clean environment where they benefit from good hygiene practices. For example, staff follow a thorough procedure for changing children's nappies, and they have up to date knowledge of first aid which helps them to care for children in the event of any minor accidents. Children are reminded to wash their hands before eating and after messy activities. Children's health is maintained through these measures.

Children are well nourished and eat healthy meals. The food is cooked on the premises and children have fresh fruit for their snacks. Babies are given pureed fruits and vegetables as their first solid foods, then progress to having the nursery's meals pureed. Children's dietary needs are met in consultation with parents' wishes. Children are continually refreshed as drinks are always available. Children have feeder cups, cups, or water bottles, depending on which suits their current needs.

Children benefit from a good range of physical activities during the day. They receive regular fresh air and exercise through going outdoors to play. Babies have time in the nursery outdoor area each day and are taken for daily walks to make sure they get fresh air and different types of stimulation. Children enjoy playing ring games, for example, 'The farmer's in his den', and playing on equipment such as, bikes, slides and see saws. Older children have the opportunity to go swimming each week. Children have varied opportunities for exercise indoors. For example, they do activities to music that encourage them to move in different ways, increasing their bodily awareness. Children enjoy action songs, such as, 'Five little ducks went swimming one day' and they develop their fine motor skills as they do the actions. Children enjoy these physical activities which contribute towards a healthy lifestyle. Babies and older children have sleeps according to their needs. This helps children to benefit from a balance of rest and activity during the day.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Parents and children are warmly welcomed. Doors are kept locked, finger guards are used on doors, and stair gates are used throughout the building to keep children safe. CCTV is used throughout the premises and staff ensure that visitors sign in on arrival and out on departure so there is an accurate record of who is on the premises. Registers are appropriately kept, and outdoor play areas are securely enclosed. Risk assessments are undertaken by staff before children go outside or go to sleep, and sleeping children are watched. These measures help to maintain children's physical safety.

Furniture is suited to the size and ages of the children. A varied range of age appropriate toys and equipment are available to support children in their learning and play. Toys are out ready for children to play with at the beginning of sessions. Children are able to select other equipment to support their activities and are developing their independence through making choices.

Emergency evacuations are undertaken regularly. However, there has not been an evacuation recently since new children have started and new staff have been appointed. Staff are generally aware of the procedures to follow. Different exit routes are used to familiarise children with the procedures and to keep them safe. Policies and procedures are thorough and help to

maintain children's safety and well-being. For example, the lost child policy provides appropriately detailed information, whilst the sleep policy ensures children's individual emotional and physical needs are suitably catered, for by helping them to settle to sleep and wake up in a manner that fits their individual needs.

Staff are trained in child protection and have a good knowledge of appropriate procedures. This promotes children's welfare and safety.

Helping children achieve well and enjoy what they do

The provision is good.

Children are well settled. Their work is attractively displayed throughout the building which helps children to feel valued. Babies smile and bang their hands excitedly on the table as they see themselves in the mirror. Young children have lots of opportunities to explore and experience malleable materials such as 'gloop', play dough, and shaving foam. They also have opportunities for exploring natural materials, for example, playing with wooden items from one of the treasure baskets. Children learn to acknowledge their feelings through staff reading books, talking to them, and singing songs such as, 'If you're happy and you know it clap your hands'.

The same topics are taught throughout the nursery and staff plan for the children in their room. Staff are knowledgeable about the 'Birth to three matters' framework and use this as a basis for collecting observations of children's learning. These records go with children as they move to different rooms so that staff build up a picture of children's developing learning needs and are able to support them appropriately.

Nursery Education

The quality of teaching and learning is good. Staff are knowledgeable about the Foundation Stage and ensure that the six areas of learning are covered in their planning. Long, medium and short term planning are suitably in place. Staff undertake regular observations of children doing activities and use these to base future targets for their learning. Assessments are recorded and used to inform children's profiles and their progress towards the early learning goals. Children have opportunities to play and learn individually, in small groups, and in larger ones, with appropriate adult support for their individual needs.

Children have plenty of opportunities for speaking and listening. Stories are read regularly and help to develop children's personal, social and emotional awareness. A story about a baby bear helps children to recognise their own feelings and those of others. Staff ask how children think the bear is feeling when he is a long way away from his mummy and children say, 'sad' and join in with the book's refrain saying, 'I want my mummy'. A 'take home bear' provides good opportunities for discussion as photographs and written comments show what the bear has been doing. Children's personal, social and emotional development is further promoted by incorporating their interests, experiences and fears into planning for teaching and learning. For example, the role play area is currently a doctor's surgery to help children get used to the idea of medical procedures. Children write during focused activities, however there are currently limited opportunities for them to mark make during free choice and role play activities. Children enjoy dressing up, painting and singing songs. They like to sing nursery rhymes and songs in front of the other children. For example, children sing, 'Wind the bobbin up' with confidence, remembering the words well.

Children learn about the wider world through learning about different festivals, such as Chinese New Year. Displays such as one on Ramadan, help to consolidate children's knowledge. A display of musical instruments from different cultures is attractively arranged to engage children's interest. Currently however, there are few interactive displays to further children's active investigation and exploration.

Children have good opportunities to use technology. They go for walks and take photographs with a digital camera. Children video each other dancing and enjoy watching their video recordings. They use programmable toys to help them to learn about direction as they predict how many times they will need to press the button to make the toy move to reach another child, then count checking the accuracy of their prediction. The computer is used to reinforce learning and a large keyboard ensures that all children can use it effectively. Displays about shape and colour reinforce children's knowledge and staff show children large shapes and count the corners to help them learn about different shapes.

Helping children make a positive contribution

The provision is good.

Children's individual needs are met extremely successfully. Where children have learning difficulties and disabilities, staff liaise sensitively with the child's parents and other professionals. For example, professionals visit to update staffs' knowledge so that they can provide high quality support for children's medical needs. Where children require long term support to promote their learning and development, meetings are held on site, and staff attend meetings with professionals in other settings, in order to assess children's progress. Children's self-esteem is nurtured through receiving excellent support tailored specifically to their individual needs.

Resources support children in their learning about the wider world. For example, an extensive range of books, small world toys and posters, represent children with disabilities and from different cultures and celebrate difference. This, together with the inclusive way in which staff support individual children according to their current needs, helps children learn to view difference positively and ensure that equality of opportunity is actively promoted. Children's spiritual, moral, social and cultural development is fostered.

Children generally behave well and are learning to work harmoniously with others as staff support them in sharing and taking turns. Staff are excellent role models who are consistent in their treatment of children and always stress the positive. Staff are appropriately deployed to ensure children are fully supported, for example, on a one to one basis where this is needed, such as in large group sessions. Children are praised when they behave well. Staff explain what it is about a particular behaviour that is good, and give children reassuring strokes and cuddles. Through this support children are developing self-esteem, learning to understand right from wrong and to behave appropriately.

Relationships with parents and carers are extremely supportive. Children are welcomed into individual rooms in the nursery depending upon their age, and transitions between rooms are carefully monitored. An extremely effective key worker system is in operation and children are able to see their brothers and sisters in the nursery, for example at tea time, if they wish. A Grandparents day was held recently where grandparents got highly involved with activities with the children. Parents and carers views are sought through an annual questionnaire. Their ideas are often acted upon to further enhance the provision on offer. Regular newsletters inform them of the activities planned in the nursery such as a party for children leaving in the summer, and a sports day to which parents and carers are invited. In these ways parents and carers are

positively included in the life of the nursery. This builds children's confidence, increases their enjoyment and fosters a real sense of community.

The partnership with parents and carers of children receiving nursery education is good. Parents receive written information about the areas of learning and the Foundation Stage when their children reach that stage, and a Parents' Evening is held where staff discuss individual children's progress. Detailed reports are written for each child on their progress towards the early learning goals and these are shared with parents. In these ways parents are informed about their children's activities and become more familiar with the Foundation Stage curriculum.

Organisation

The organisation is good.

The managers and their staff are committed to providing a quality service for the children who attend. The ratios of staff to children are always appropriately met and contingency arrangements are in place to ensure these ratios are maintained. All staff attend training to update and increase their knowledge, and several are undertaking further professional qualifications. This commitment helps to promote children's learning and welfare within the setting.

Routines are organised so that all children benefit from a range of varied experiences throughout the day. Staff are flexible so that children's needs are catered for effectively. For example, children who are finding the transition from one room to another difficult, are taken out for a walk with the younger children to give them a change of scene and the opportunity to see friends and staff from their previous room.

Documentation required by the National Standards is appropriately in place and this promotes the safety and well-being of the children. Policies and procedures are thorough and support staff in providing a good service for children and their families. Records provide details of each child's needs including consent forms and contacts. This helps to keep children safe.

Leadership and management is good. Children benefit from this good leadership. The senior management team is well established and works together effectively. There have been several new staff recently. New staff are suitably inducted to make sure that children receive consistency of care and of expectations. Staff have a good knowledge of children's emotional and learning needs and this helps to promote children's well-being. Children are cared for in a positive and supportive environment which promotes their development. All children are highly valued and are able to develop fully in their learning, supported by well trained staff who are suitably qualified and vetted. Staff work together well as a team to promote children's health, safety, emotional well-being, and their ability to make a positive contribution.

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

Improvements since the last inspection

At the last inspection the provider was asked to address some issues related to children's continuing health and safety. These have been addressed. For example, parents now sign for their child to have medication administered.

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 can be seen on request. The complaints 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):

- practise emergency evacuation procedure when new staff and new children start.

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 environment to extend children's opportunities to explore objects, and to mark make, in order to further develop their investigative skills and their literacy skills.

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