

# Daises Day Nursery

Inspection report for early years provision

---

<b>Unique Reference Number</b>	EY344800
<b>Inspection date</b>	03 July 2007
<b>Inspector</b>	Ros Church
<b>Setting Address</b>	63 Main Street, Lowdham, NOTTINGHAM, NG14 7BD
<b>Telephone number</b>	011599665282
<b>E-mail</b>	
<b>Registered person</b>	Alison Jane Pickering
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Daisies Day Nursery opened in 1997, but re-registered in 2007 following a change of ownership. It operates from a number of rooms on ground floor accommodation within detached premises. The nursery is situated in the village of Lowdham, Nottinghamshire. A maximum of 48 children may attend the nursery at any one time. The nursery is open each weekday from 07:30 until 18:00, for 51 weeks of the year, except public holidays and a week's closure over Christmas. All children share access to an enclosed outdoor play area.

There are currently 48 children aged six weeks to eight years on roll. Of these, 16 children receive funding for early education. Children attend from the surrounding areas. The nursery is able to support children with learning difficulties and/or disabilities and also children who speak English as an additional language.

There are nine staff who work with the children. Of these, eight of the staff including the proprietor/manager hold appropriate early years qualifications. The nursery receives support from the Nottinghamshire Local Authority.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children's health is promoted as they are cared for in a clean and well-maintained environment. Staff follow good health and hygiene practices. For example, clear procedures are followed when changing nappies, staff use disposable gloves and aprons. Children begin to learn about good hygiene because staff understand the importance of keeping children healthy. For example, younger children are encouraged and helped to wash their hands before meals and after toileting, whilst older children learn to follow these routines independently and are helped to understand about germs and taking responsibility for their own health. Clear pictures are displayed above the wash basins to help children follow the hand washing routine. Children are well protected if they have an accident or become poorly as all staff hold a current first aid certificate. Appropriate recording systems are in place if children require medication or have an accident. A clear sickness policy is shared with the parents.

Children are well nourished, they benefit from a healthy balanced diet. Meals are freshly prepared on site and include a good variety of fresh fruit and vegetables. Menus are displayed, this gives parents information on the daily meal and helps them to plan their child's diet. Children's individual dietary requirements and routines are met because staff work well with the parents. Meal times are social occasions when children eat within their own group rooms. Fresh drinking water is available to children at all times ensuring they do not become thirsty or dehydrated. Children in the toddler and pre-school rooms are able to access drinks independently, with staff ensuring that babies and younger children are offered drinks regularly. Children participate in various activities which help them learn about healthy eating, this includes collages, songs and rhymes, and growing their own fruit and vegetables within the nursery garden.

Children have good opportunities for physical development and fresh air within the nursery garden. A wide range of activities and resources are available, these include climbing equipment and wheeled toys for different abilities. Children participate in running games where they learn to have a sense of space for themselves and others around them. The outdoor area is planned well to provide a learning environment, where children explore the sounds made from the numbered saucepan line or join in with a variety of role play activities.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a bright, welcoming, safe and secure environment where they are able to feel settled and comfortable. Children are grouped within three rooms according to their age and ability. Rooms are well-organised providing areas for children to play, eat and rest safely depending on their needs. A good range of toys and equipment are provided, with additional equipment easily accessible for children enabling them to be independent and make choices within their play. Equipment is well-maintained, safe and suitable for children's individual needs and development. Children's work is displayed around the nursery, this makes the environment attractive and helps children to feel valued.

Children remain safe within all areas of the nursery because there are effective systems in place to identify and minimise any risks, and policies and procedures that guide practice. Children are supervised at a level which is appropriate to their age, level of understanding and ability so they are protected from accidents whilst developing independence. Effective security

procedures are in place ensuring only known adults are allowed entry. Clear fire evacuation procedures are in place and regular practises are carried out to ensure that both staff and children are aware of how to keep themselves safe in the event of a fire. Children learn to take responsibility for keeping themselves safe through daily routines and staff clearly explaining safe practices. For example, they learn to sweep up the sand that has been spilt to prevent themselves and others from slipping. Good procedures are in place to ensure children are safe on outings, this enables children to have the opportunity to visit the local area in safety.

Children are well-protected by staff who have a good understanding of their role with regard to safeguarding children. They know who to contact if they have concerns about a child. Staff follow clear policies which are displayed on notice boards and shared with parents.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy and settled, they are interested and engaged in their play and enjoy their time at nursery. They are able to make choices from a wide range of well-organised and stimulating resources which enhance their development. Babies and toddlers enjoy exploring the broad range of activities which encourage their sensory development, such as, sand, water, paint and cornflour. Staff use the 'Birth to three matters' framework to help them plan and provide a broad range of activities and assess children's development. However, within the toddler room activity planning does not clearly link with the 'Birth to three matters' framework to ensure children's developmental needs are met within all areas. Staff interact well with the children ensuring that their individual needs and routines are met. Staff are very caring and give comfort to children as needed. Children make positive relationships with staff and one another. For example, babies and young children have a clear bond with staff who work with them, this increases their well-being and sense of trust. Older children enjoy playing with and alongside one another and making friendships, whilst younger children play co-operatively with their peers.

### **Nursery Education.**

The quality of teaching and learning is good. Children are making good progress towards the early learning goals, because staff have a secure knowledge of the Foundation Stage and have a clear understanding of how children learn and progress. Staff plan together a wide range of interesting and exciting topics and activities which take account of children's age and ability, and encourage their development in all six areas of learning. For example, staff plan a good variety of role play activities both indoors and outdoors which take account of children's interests and current topics, these include a building site, garden centre, post office, and hairdressers. Activities are very well resourced to encourage children's imagination, play and learning. Children show interest in the activities and are motivated to learn. Staff carry out assessments of children's learning, these link clearly with the Foundation Stage. However, observations of children's progress are not always clearly evaluated to enable them to link with the assessments to ensure children's next steps in learning are fully identified. Staff use their time well by working directly with the children, supporting their learning and encouraging them to think and ask questions.

Children's independence is promoted well as they learn to serve out their own lunch, put on aprons, coats and shoes. The room is effectively organised, providing a good range of activities and additional resources stored accessibly, this enables children to be independent, make choices in their play and extend their own learning. For example, a group of children work

together on a painting, they decide to make this into a collage, they independently access the good range of materials available, showing excitement and enjoyment as they create their picture together. When finished they show pride in their work and state they have made a sparkly collage.

Children's language skills are good, many are confident to share their interests and experiences individually with staff and during group times. They enjoy listening to stories and sharing these with others. They know how to use books and take care of them. Children are encouraged to write or make marks for their name, with more able children being able to write their own name. Children have many different opportunities to practise their writing skills, such as, forming letters in the sand, writing their name on art work, or learning to use writing for different purposes during role play. Reading skills are developing well as they recognise their own name or labels around the room. Children are developing confidence with numbers. Many older children are able to count and recognise numbers to nine and above. Activities and routines are provided to develop and extend children's understanding of simple calculation. Children have good opportunities to learn about shape and size, they can describe a shape and use these imaginatively to make a picture or construction.

Children enjoy and have good opportunities to explore and investigate. For example, within the nursery garden children explore the logs, looking for insects, then using a magnifying glass they observe in more detail. Children use a good range of tools such as scissors, hole punch, sticky tape and glue sticks to design and create their own models. Children are gaining knowledge of their community and the wider world through the provision of a wide range of resources, activities and visits within the community. Children participate in a wide variety of creative activities, they enjoy singing, using a range of musical instruments, explore paint and other materials.

### **Helping children make a positive contribution**

The provision is good.

All children are welcomed into the setting, they are valued and respected as individuals. Children have positive and enjoyable experiences within the nursery. Their individuality is recognised and valued by the staff, and a sense of belonging is encouraged. For example, children's work is extensively displayed at their height so that they feel appreciated. Children become aware of their own and other cultures, they learn about their own community and the wider society. For example, on outings children visit the village shops, park and library. Pre-school children continue their learning by participating in topics on places visited, such as, changing the role play area into a hairdressers after their recent visit. The celebration of Chinese New Year for example, helps children to understand and value different beliefs. A broad range of resources which promote positive images are accessible, these include books, dolls, jigsaws, dressing-up and pictures displayed around the nursery. Children's spiritual, moral, social and cultural development is fostered. Children learn to play co-operatively together. Staff who are good role models take account of children's individual understanding and maturity, they support young children effectively as they learn to share and take turns. Effective use of reward systems, such as, stars helps children to appreciate the need to tidy up after routine activities. All staff have attended behaviour management training which ensures consistency throughout the nursery. Good systems are in place to support children with learning difficulties and/or disabilities.

Children benefit from the positive partnership staff develop with parents. Staff work closely with parents to ensure children's individual needs are met and that they are fully included in

the provision. Parents are kept well informed about children's care and development. Staff talk daily with parents to ensure children's individual care needs and routines are being met. Parents of children within the baby and toddler rooms receive a daily diary to keep them informed of their child's learning and well-being. Policies and procedures are either displayed on the notice boards or discussed with parents, with the full range of policies available on request. Parents receive regular informative newsletters. All children gain from the good relationships and the informal contact between their parents and staff. Parents feel valued and appreciate that staff are always ready to listen to them. The Parents' Forum is another example of how parents can make suggestions, share their views and find out what is happening within the nursery. The partnership with parents and carers of children who receive nursery education is good. The nursery actively encourages parents and carers to become involved in their child's learning in meaningful ways. For example, the 'Travelling Bear' and 'Visiting Bear' diaries and regular newsletters with information on topics and activities and how this can be extended to home. Weekly planning is displayed so parents can see what activities children are doing and will be learning each day. Parents are kept well informed about their child's learning and well-being through daily discussions, regular open evenings, and the opportunity to view and discuss their child's assessment records as they require.

### **Organisation**

The organisation is good.

Children's safety and well-being are maintained as robust recruitment and vetting procedures ensure they are well cared for and protected by staff. Advance planning and clear contingency arrangements ensure that good staffing levels are in place. Clear and supportive induction processes ensure staff are aware of the policies and procedures within the nursery. Policies and procedures protect children and are effectively implemented to promote all the outcomes for children. An appraisal system is being developed, however, training plans are in place. Staff are encouraged to extend national qualifications and attend additional courses to enable them to provide good levels of care and education which benefit the children. Essential records and parental consents are kept up to date to promote the well-being of the children. Children's experience at the nursery is enhanced by the clear direction provided for staff by the manager.

The leadership and management of the nursery education is good. The manager has developed sound aims and values for the nursery and has a clear vision for continuing her improvements for children's care and education. Staff within the pre-school room communicate appropriately with each other through informal discussion and regular planning meetings. Opportunities for training in the Foundation Stage ensures that staff are able to support children's learning well. Systems are in place to monitor the provision and the manager is aware of the strengths and weaknesses of children's education and what needs to be done to improve.

Overall children's needs are met.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

Since registration 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):

- develop further the activity planning to clearly link with the 'Birth to three matters' framework.

#### **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 further the observations of children's learning, ensuring these clearly link with planning and assessments.

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](http://www.ofsted.gov.uk)