

# Daybreak Nurseries Ltd

Inspection report for early years provision

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| <b>Unique Reference Number</b> | EY288175   |
| <b>Inspection date</b>         | 16 January 2008  |
| <b>Inspector</b>               | Lesley Boyle   |
| <b>Setting Address</b>         | Watersmeet, High Street, Rickmansworth, Hertfordshire, WD3 1EH |
| <b>Telephone number</b>        | 01923 772447 or below  |
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| <b>Registered person</b>       | Daybreak Nurseries LTD   |
| <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?

Daybreak Nursery is one of two nurseries run by Daybreak Nurseries Ltd. It opened in

2004 and operates from four rooms situated in the town of Rickmansworth. A maximum of 50 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 19.00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 69 children aged from three months to under five years on roll. Of these, 16 children receive funding for early education. Children come from a wide catchment area. The nursery is able to support children with learning difficulties and/or disabilities and supports a number of children who speak English as an additional language.

The nursery employs 20 members of staff. Of these, 12 hold appropriate early years qualifications and 10 are working towards a qualification. The nursery receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is outstanding.

Children's overall health is consistently promoted and they thrive because there are highly effective procedures and practices which promote their physical, dietary and health needs. Staff are experienced and have an excellent knowledge of this area and their consistent support and guidance enables children to gain a thorough understanding of hygiene and health issues. Children demonstrate high levels of independence in their personal care as they help themselves to drinks from the water dispenser and independently blow their noses, disposing of tissues appropriately. They have a good understanding of the relevance of hygiene practices because staff discuss these with them, for example, by talking about the importance of washing germs away before eating, and putting their hands over their mouths when coughing in order to stop germs spreading.

Good policies and procedures further ensure that children are kept free of infection and cross-contamination and positive steps are taken to prevent the spread of infection. Staff always wear appropriate protective clothing when handling any body fluids and there is a wealth of additional information around the setting regarding infectious diseases, enabling staff and parents to protect children and promote their health. Attention to detail in planning means that there are additional policies covering areas such as procedures to follow should a child become ill whilst at the setting, nappy changing policies, potty procedures and sterilising procedures, further promoting children's health. This is further promoted to a consistently high standard as all staff have current first aid qualifications.

Children are offered exceptionally healthy and nutritious snacks and meals which include a wide range of food types. The nursery has consulted a nutritionist and the menus have been carefully devised to include the nutrition young children need. The delicious meals are enjoyed by the children who independently help themselves to food and drinks. The menus are clearly and attractively displayed to inform parents of the choices available, and all the ingredients used are also listed. Staff are skilled in consolidating children's knowledge of healthy eating by remarking on the different ingredients and discussing the ways they contribute towards children's health. For example, 'milk is good for teeth and make your bones very strong'. Children's individual dietary needs are clearly recorded and staff have developed an exceptionally practical system for checking all needs and allergies, ensuring that children's health is protected at all times.

Children's physical health is consistently promoted because they are offered an extensive range of activities both indoor and outdoor. Children are encouraged to exercise and staff make very effective use of local parks and walks. A good range of equipment, for example, slides, bats, balls, hoops and a climbing frame enables children to develop new physical skills according to their stage of development. They handle small pieces of construction toys competently developing co-ordination and manipulative dexterity.

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

The provision is good.

Children are cared for in a safe and secure premises, which is welcoming. Doors are kept locked and visitors sign in when entering the premises. The rooms are organised effectively, creating a child-friendly environment which enables children to explore and take risks while being

appropriately supervised. Children use a comprehensive range of toys and equipment that are good quality and safe. Equipment is kept clean, in a good state of repair and is frequently checked for safety.

Children's welfare is safeguarded and promoted by staff who have a sound understanding of child protection procedures which in line with those set out by the Local Safeguarding Children Board. A designated person makes sure that all child protection issues are well co-ordinated and appropriate agencies are notified in the event of concerns for children's welfare.

The consistent daily implementation of policies and procedures ensures that staff are aware of safety practices and are able to promote children's safety, for example, there is a clear procedure regarding emergency evacuation and this is practised frequently. This area is further supported as a comprehensive risk assessment has been completed, which is reviewed regularly. Children are gaining a realistic understanding of safety issues and how to keep themselves and others safe. They are given clear explanations by staff to reinforce their understanding, for example, children are made aware of the importance of tidying resources away so that they do not trip over or hurt themselves. Staff also use outings to places in the community to talk to children about safety issues such as road safety.

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

The provision is good.

Babies and younger children benefit from a well-organised environment where they have space to crawl and toddle safely and explore the resources. They enjoy secure and warm relationships with staff. They share cuddles with happy confidence and staff are kind and attentive to their needs. Flexible routines enable babies to rest or play according to their own needs and parents' wishes. As a result they are settled and content. The staff make good use of the 'Birth to three matters' framework and apply it skilfully to plan for suitable activities and to provide information to parents about the children's development. Children aged two years and under enjoy a particularly good range of messy play opportunities to stimulate their imagination.

Children in all areas play happily and independently in their self-chosen activities. All children join in eagerly with the freely-accessible activities, such as dough, puzzles, art and craft, and interactive toys which are provided by key workers each day. They freely access toys and equipment in the indoor environment, which helps them to pursue their own interests. Although there is currently some limitations to the variety of resources available in the outdoor area, the staff are committed to addressing this and plans are in place to develop the area.

Children benefit from good relationships and they play together appropriately for their age and stage of development. There is a gentle settling-in process which is carried out at the children's pace and gives the key workers time to get to know and understand each child's particular need. Children develop a good sense of belonging through the sensitive approach of the staff and through the celebration of their work which is attractively displayed throughout the nursery.

### **Nursery Education**

The quality of teaching and learning is good. Children are making good progress and their overall development is promoted because staff have a good knowledge of the Curriculum for the foundation stage and use appropriate teaching methods. Children's progress in all areas is well balanced as staff use detailed assessment methods and use these to develop a pupil profile

and to highlight development opportunities for the children in the future. However, although detailed records are kept, these written assessments do not clearly link to the stepping stones and therefore do not comprehensively reflect the children's achievements across all areas. This could lead to a delay in highlighting potential areas of concern and assessing early progress.

Children are absorbed and happy in the activities provided, they confidently move around the room accessing equipment and resources. They have a good sense of belonging as they have an awareness of routine, for example, where to hang their coats when they arrive, and to tidy up when the bell rings. They are developing friendships and seek out friends to share activities with. They are developing good independence through opportunities to do things for themselves like finding their own names, helping themselves to food and pouring their own drinks.

Children are provided with many opportunities to recognise their name and they have a developing knowledge of letters that make up their names. Some more able children are experimenting with sounds in words. Children are confident speakers who chat happily to their friends and staff are skilled in extending their ideas. For example they expand the theme of opposites to introduce describing words like 'boiling hot' and 'freezing cold'. Labelling around the room helps children to understand that print carries meaning as well as being able to find resources easily. There is a reasonable range of activities and resources that encourage mark-making and some children are beginning to form recognisable letters.

Children use mathematical language readily, talking about opposites and using words such as 'long', 'short', 'thick', 'thin', 'tiny', and 'huge' as well as some positional language like 'under', 'over' and 'through'. Simple calculation is built into everyday routines and activities and children respond enthusiastically to solving number problems on the computer.

Children have a very good understanding of healthy eating and foods that are good for them because of the excellent focus the nursery places on this. They are able to identify where food comes from and have good experience of exotic fruits through regular food-tasting activities. Staff develop children's understanding of materials through the use of a builder's tray using wet and dry sand which develops their understanding of changing materials, as well as providing opportunities for imaginary play. Children experience a good range of media, such as paint and malleable materials.

Children's physical development is well-promoted as they develop an awareness of different forms of movement through organised activities such as music and movement sessions, action rhymes and they develop their co-ordination skills using bat and balls. Staff talk to the children about the importance of developing muscles and this further contributes to children's very good understanding of keeping themselves healthy.

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

The provision is good.

Children and parents are warmly welcomed into the setting, which ensures they feel valued and comfortable. Settling-in policies are adhered to, which means that children are settled and content before being left and parents are reassured. Resources and activities generally reflect children's individual backgrounds so that they feel valued and part of a whole community. They have access to a suitable range of resources and activities to promote a positive view of the wider world and increase their awareness of diversity. Children learn about a range of festivals such as Chinese New Year, Easter, Christmas, Hanukkah and Diwali. The children gain an appreciation of their immediate environment during walks to the local park and visits to the

nearby shops, library, church and post office. Their understanding of their local community is consolidated through the topic of 'people who help us' and through visitors to the setting such as police and fire officers, doctors and dentists.

Children's behaviour is good because they are interested and stimulated. Staff provide good role models and are highly motivated to bring about the best outcomes for the children. This reflects positively on the children who play happily together, are respectful of each other and share the resources. Children's spiritual, moral, social and cultural development is fostered.

A good system is in place to support children with English as an additional language as well as children with learning difficulties and/or disabilities. Staff work with other professionals and parents to make sure those children's individual needs are met so that they make good progress in all areas.

The partnership with parents is good. Parents are warmly welcomed and positive efforts are made to accommodate parents' needs, for example, by facilitating a baby signing course. Newsletters and notice boards keep parents informed about the routines and changes and the nursery also provides information electronically for those parents who find this useful.

A comprehensive induction programme is available for parents and ensures they know about the policies and routines at nursery. Children's individual needs are met because staff work well with parents and good quality information is shared. However, the information about the nursery education is somewhat narrow and opportunities are therefore lost for parents to gain a comprehensive understanding of the Foundation Stage curriculum and to follow up on children's interests at home. The nursery is proactive in finding out how parents feel about the care and education provided for the children and act upon the results.

## **Organisation**

The organisation is good.

Children are happy and settled. They enjoy activities and achieve well because staff are creative with the space and resources available and are consistently looking at new ways of achieving the best outcomes for children. Adults working with children show care and concern for their welfare and a key worker system helps to give them a sense of well-being and security. The manager has a clear vision of how children thrive and uses her skills, knowledge and experience to lead by example.

Children's daily safety and welfare are promoted because there are stringent procedures in place for checking that all staff are suitable to work with children. There is also a clear staff induction process and policies and procedures are complete and up to date. These are shared with parents to ensure children's health, safety and welfare. Information gathered from parents is made known to staff to ensure that their wishes are followed. This level of attention contributes to the continuity of children's care so that they feel secure.

Leadership and management is good. Children's learning, development and welfare are promoted by the manager's thorough understanding of her roles and responsibilities. She works well with the nursery directors, her deputy and the room leaders. The nursery is well managed and continuously monitored to ensure that appropriate care is provided and staff are supported in their daily work and training is given a high priority. As a result staff turnover is very low which provides continuity of care for the children.

The manager ensures that children, staff and parents are consulted about any changes to the setting. For example the setting is developing their outside area and has consulted the staff and children in each of the rooms to put forward their ideas for the development. Questionnaires to parents further informs the nursery and is fed into the comprehensive action plan the nursery has for improvement. Overall, children's needs are met.

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

At their previous inspection the nursery was asked to ensure that there were sufficient toys and resources available to children for spontaneous play and to provide opportunities to encourage their independent and social skills during snack and meal times. The nursery has invested heavily in new toys and equipment to which the children have free access. This means that they are able to pursue their own interests independently. The nursery has reviewed snack and meal times and the children are able to help themselves to food and drink and socialise happily with their friends and staff. Children's independence is further developed through routines such as wiping their own faces and putting their plates and cups away.

The nursery were also asked to review their staff deployment. They addressed this by facilitating lunch time cover, making the manager supernumerary and overall having a high staff to child ratio.

### **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 the 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):

- review and further develop the outdoor area to provide opportunities for development in all areas of learning.

#### **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 parents with more comprehensive information about the Foundation Stage curriculum
- develop further assessments to link in with the stepping stones.

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)