

Daisy Chain Day Nursery

Inspection report for early years provision

Unique Reference Number	106939
Inspection date	23 November 2007
Inspector	Nigel Lindsay Smith

Setting Address	Vining Hall, Etloe Road, Westbury Park, Bristol, BS6 7PB
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Registered person	Samantha McGill
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Type of inspection	Integrated
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Type of care	Full day care
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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 Day Nursery is a privately owned nursery, linked to Torwood House School. It opened in 1995 and operates from a single-storey building that was specifically converted for its current use. It is situated in a mainly residential area on the north central side of the city of Bristol, in the Westbury Park area, close to Durdham Downs. A maximum of 30 children may attend the setting at any one time. The nursery opens five days a week all year round, apart from Bank Holidays and Christmas, from 08:00 to 18:00. All children share access to a secure enclosed outdoor play area.

There are currently 42 children from two to four years on roll. Of these, 21 children receive funding for early education. The setting serves the local and surrounding areas. Children attend for a variety of sessions. The setting supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The nursery employs six members of staff. Of these, five have appropriate early years qualifications and one is currently working towards a recognised qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from effective hygienic practices so that the risk of cross infection is minimised. They learn to wash their hands after visiting the toilet, reminded by notices in the bathroom, and they select and dispose of tissues to blow their noses. Resources such as the 'Dirty Bertie' story remind children about the importance of good hygiene. Thorough, monitored arrangements ensure that the premises and resources are kept clean. There are appropriate arrangements for parents to provide written permission if medication is needed, although they are not asked to sign the record after it has been administered. Children are effectively responded to if there is an accident as there are always first aid trained staff present and the first aid box is appropriately maintained. Parents give permission for emergency medical treatment, which avoids unnecessary delay. Accident records are clear and signed by parents to indicate that they have been informed.

Children have healthy morning snacks of fruit and a drink, served by children selected as daily special helpers. They enjoy a freshly cooked lunch, delivered from their sister nursery nearby. They are encouraged to try new foods and are given a sticker for trying. Meal times are a good social occasion when children talk to each other and the adults. Their individual dietary requirements and any allergies are identified so that their individual needs are met. Children have regular access to drinks so that they have a sufficient fluid intake. They learn about healthy foods in a 'being healthy' project, for example by making smoothies.

Children rest as necessary after lunch and are monitored appropriately. They have good opportunities to develop physically. They learn that physical activities help to maintain a healthy lifestyle, and warm up and cool down properly. Weekly PE sessions are led by a qualified instructor. There are daily opportunities for exercise through games such as finding a shaped mat when the music stops. Staff ensure that they stretch and loosen up through practising familiar movements between other parts of the programme. Regular use of the garden and the courtyard enables them to practise their large muscle skills as they cycle, scoot, run, climb and step across stumps. They enjoy playing with the parachute and crawl through tunnels. Their small muscle skills are developed, for example by threading and moulding playdough.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from playing in a richly stimulating environment. It is very welcoming to children, with many examples of their contributions and a variety of information for them at an appropriate level, such as photos of who is present, height charts, a chalkboard and magnetic letters. The courtyard and garden provide excellent opportunities to grow and tend plants, chalk, use the playhouse and a range of other activities as well as physical exercise. There is a wide range of high quality equipment which is stored on the premises, accessible to children.

Children are safe when using the premises and the outside areas as there is a comprehensive risk assessment, and appropriate safety equipment is in place, such as a gate to prevent unauthorised access to the upstairs office area. Staff check the equipment when obtaining it and afterwards to make sure it is safe for children to use. There are appropriate arrangements to evacuate the building in the event of a fire, with regular drills carried out and records kept.

Children are safeguarded as staff have a good understanding of how to implement the comprehensive child protection procedures. Relevant contact details are available to facilitate staff obtaining advice and support or to make a referral if needed. Children are protected by procedures to ensure that unauthorised people do not have contact with them, and that only people nominated by parents are able to collect them.

Helping children achieve well and enjoy what they do

The provision is good.

All children thrive in the setting as staff are knowledgeable, friendly, and highly enthusiastic. They apply their skills well to ensure that children enjoy and learn from all activities, structured or free play. They ask questions appropriately, for example asking children to show them what will happen if sticks are removed in a game of 'swinging monkeys'. Younger children enjoy a wide range of adult directed and free-choice activities. Staff stimulate their imagination, for example by using a snail puppet to accompany a story. They learn about the day's activities through use of a visual timetable, using photos. Well-planned activities extend their learning, for example they listen to an astronaut story then make 'moon pizzas', learning to peel and cut. They sing 'Baa baa black sheep' and then watch a video of sheep-shearing on the interactive whiteboard. They experience water and sand play, role play, constructing and making marks. Their progress is supported by careful observations, with photographic examples, using the Birth to three matters format.

Nursery Education

The quality of teaching and learning is good. Children learn to make choices by choosing play equipment from pictures on laminated cards and taking them to staff to obtain the item for them. They take turns to help with snacks and in feeding the fish. Children's birthdays are celebrated by the rest of the group. They are rewarded for their contributions by being given stickers at end of the session, which they proudly put on their personal 'flowers' on the 'flower power wall'; one child counts and says 'I've got 27'. Children are sociable and tell others about their impending trip abroad. They initiate discussion at lunchtime about food. They talk at the end of the morning about what they have done using the visual timetable.

Children develop their knowledge of letters through enthusiastically playing a game of alphabet bingo. One child says 'I've got 3' and another responds '3 is a number'. Children animatedly recall listening to the 'Handa's Surprise' story, remembering that animals taking the fruit included antelopes and giraffes. A child says 'their necks are not like our necks'. The children then went on to make fruit salad, describing kiwi, banana, peach and tangerine, and they volunteered their favourite fruits. Children have good opportunities to make marks. A table, implements and paper are available during free choice time and some children choose to practise, sometimes on their own. Children's understanding of written words is enhanced by extensive labelling in the setting.

Children become familiar with numbers through playing large and small dice games, and through number puzzles and counting rhymes. They learn about shapes through using sorting trays, and stacking toys. They weigh with scales, and experiment with differing volumes and capacity through sand and water play.

Children use technology to support their learning. They confidently use the interactive whiteboard to solve how to construct playground equipment. They learn about life cycles through planting, and looking at photos of themselves as babies. They meet people from the

outside community such as a visitor from the zoo. They planned the colour scheme for the outdoor playhouse.

Children have many opportunities to develop their creativity. They take photos; they role play, for example pirates. They glue and construct. They take part in a regular music session, and hear a wide variety of music in the background in the setting.

Planning is thorough and effective and ensures that all areas of the Foundation Stage are covered. Activities are evaluated. Regular, dated assessments for individual children detail their progress, supported by photos. Activity plans include ways of extending for children of differing abilities, but staff do not have a written reminder of any individual 'next steps' from the children's observations to remind them when carrying out the activities.

Helping children make a positive contribution

The provision is good.

Children gain awareness of different cultures through using a good range of equipment such as multicultural dressing-up clothes, and through activities related to festivals such as Diwali. The interactive whiteboard is used to show videos of different cultural ceremonies. There are thorough arrangements in place to work with children who have learning difficulties or disabilities and to include them in the activities. The comprehensive policy includes photos of the building to indicate how access can be facilitated.

Children behave very well as they are secure and well occupied. The staff are polite and calm and set clear expectations of what will happen. There is a clear behaviour management policy in place which includes appropriate strategies for dealing with any unacceptable behaviour, such as a short period of 'time out' to calm down.

Partnership with parents is good.

Parents receive a comprehensive prospectus, and information is made available to them through the setting's website, notice boards and newsletters. Plans are displayed for parents to see. Daily information, such as what children have eaten, is displayed and parents are encouraged to talk to staff when collecting their children. Parents can access their children's records and formal arrangements ensure that they have regular feedback about their children's progress. Questionnaires invite parents to give their views, and at the inspection a parent indicated that they were very happy with the setting. There are appropriate arrangements in place in the event of a complaint being made about the nursery.

The children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

Good planning and organisation ensures that children have a varied programme of free-play and adult-led activities. Robust recruitment arrangements ensure that staff are appropriately checked and qualified. Records are thorough, policies are comprehensive and reviewed, and all are stored confidentially and retained for the appropriate period.

Leadership and management are good. Staff are highly committed to working constructively with the children. The induction process ensures that they are aware of their responsibilities

and the appraisal system monitors their development. Attendance at additional training events builds on their knowledge. Staff meet regularly and have developed an awareness of the whole nursery through a 'job swap' initiative. They have undertaken a comprehensive quality assurance programme, the 'Bristol Standard', which has contributed to developing a very clear vision for the pre-school.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection the setting was asked to devise an equal opportunities policy and to devise a written statement on special needs. These have been achieved as covered in Positive Contribution. They were also asked to ensure regular fire drills are carried out; this has been achieved as covered in Staying Safe. They were also asked to promote hand washing and ensure sufficient first aid trained staff are present, which has been achieved.

At the last Nursery Education inspection the setting was asked to develop problem solving routines and to increase large physical activities, which have both been achieved.

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.

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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):

- ensure that parents sign records of medication given to their children

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):

- further develop the linking of assessment records with planning to take into account individual needs

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