

Daisy Chains Private Day Nursery

Inspection report for early years provision

Unique Reference Number	316451
Inspection date	10 December 2007
Inspector	Sheila Iwaskow / Julie Firth
Setting Address	Hornby Street, Heywood, Rochdale, Lancashire, OL10 1AA
Telephone number	01706 628 105
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Registered person	Daisy Chains 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Daisy Chains Private Day Nursery opened in 1995 and is one of three nurseries within the group, which is privately owned. The setting is located in the Heywood area of Rochdale and serves children who live in the local area. Children attending have access to three playrooms and occasionally the church hall. There is a fully enclosed area for outdoor play.

The nursery operates Monday to Friday 07.30 to 17.30 each weekday for 51 weeks of the year. There are currently 60 children on roll who attend on a variety of placements; of these 13 receive funding for nursery education.

The nursery supports children with learning difficulties and disabilities and those speak English as an additional language. A total of 10 staff work directly with the children and all hold an appropriate early years qualification. The setting receives support from Sure Start and has been awarded a Quality Assurance Award from Rochdale.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Suitable procedures are in place to ensure that children are welcomed into a clean environment. A cleaner is employed to maintain the cleanliness of the building and staff routinely clean toys and wipe down surfaces with anti-bacterial spray after meals and messy play. A written sick child policy is in place. Children who become ill whilst at the nursery are comforted appropriately and parents are contacted straight away. Good levels of care are given to children in the event of a minor accident as all staff are fully qualified in first aid and first aid boxes are available within the nursery.

Children's self-help skills are developing well. From an early age children's independence is fostered within the nursery as they are encouraged to tidy toys away, put on their own shoes and butter their toast. Older children confidently manage their own personal care. Visual prompts in the bathroom area and stories remind children of the importance of hand washing. However, children in the baby room do not have their hands washed before eating, which compromises their health. Good dental hygiene is encouraged and the nursery has been awarded a 'Golden Grin' award for its work in this area.

Children are provided with a well-balanced diet. Menus are displayed giving parents a clear appreciation of the quality of the food enjoyed by their children. Meal times are relaxed social occasions where children sit and chat. Systems are in place to record children's health and dietary needs, which are given due consideration when planning menus. Food preparation meets environmental health guidelines as the member of staff responsible for cooking meals holds a food hygiene certificate.

All children enjoy physical play both indoors and outside. They show due consideration for others and a good awareness of space as they ride around on a range of wheeled toys. They have lots of fun indoors as they jump on the trampoline, crawl through the tunnel and negotiate the climbing frame. Small tools, such as glue spreaders, are used by children with increasing control.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are welcomed into a bright and stimulating environment. Lots of thought has been put into making the physical environment aesthetically pleasing. Vibrant displays of artwork and posters create an inspiring learning environment and give children a sense of belonging. All playrooms are well lit and most are kept at an adequate temperature to ensure children's comfort. The building is, generally, in a good state of repair. Children do not have access to the kitchen and toilet areas are suitable. Areas are available within each play room to allow children to rest and relax. A broad range of resources, which are in good condition, are available to promote children's learning. These are accessible to the children, allowing them to make informed decisions about their play.

All reasonable steps have been taken to ensure that children are cared for in a safe and secure environment. Closed circuit television monitors access to the building, a record of visitors is maintained, and most safety features are in place. Risk assessments are carried out on a daily basis and fire evacuation procedures are clearly displayed throughout the setting. Fire drills

are practised with the children, ensuring that they know what to do and where to go should the need arise. Written policies are in place should a child go missing or remain uncollected at the end of the day.

Children are protected as staff are aware of the signs and symptoms of abuse and who to contact if they have concerns. A designated person is in place to coordinate this area of children's care and flow charts are available to inform practice. A safeguarding children policy is in place. However, although procedures to follow if an allegation is made against a member of staff are incorporated into the policy they do not fully meet the requirements of the National Standards. Furthermore, the relevant telephone numbers, should staff wish to make a referral, are not included within the policy.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children smile as they enter the nursery in the morning and confidently separate from their parents and carers. They are happy, secure and have good levels of self-esteem. Staff develop warm and caring relationships with the children and children have clearly formed strong bonds with staff.

Early communication skills are developing through good adult-child interactions. Staff listen, respond to children and talk to them as they play. New and interesting words, such as 'aubergine' are introduced to enrich toddlers conversation. At times throughout the week children have opportunities to feel the varying textures of sand, water and explore the contents of the treasure baskets. Children enjoy reading for pleasure and musical instruments are available to motivate children to make and listen to sounds.

Some children gain a sense of self as they look at themselves in low level mirrors, identify their photograph on coat pegs and parts of their body, such as their head, nose and mouth. They have opportunities to sort, classify and identify colours. Children engage in role play as they dress up or make a meal. A variety of interesting creative opportunities are available to stimulate children's imagination.

Children's progress is monitored and assessed. A new planning system has recently been introduced. However, the planning of focused activities lacks detail; activities are not differentiated to meet the needs of more and less able children and the next stages of children learning are not identified to inform short term planning.

Nursery Education:

The quality of teaching and learning is satisfactory. Staff in the pre-school room have a growing awareness of the foundation stage. As a result, children make steady progress towards the early learning goals. Planning takes a thematic approach and incorporates all six areas of learning. Children's progress is assessed and there is a balance of focused led and adult directed activities. However, written plans for focused activities are not differentiated to meet the varying needs of children within the group and the next stages of children's learning are not consistently identified. Assessments, carried out in the toddler room, give staff a clear understanding of what children know and can do when they enter the pre-school. Some staff make good use of open-ended questions to develop and extend children's learning. Areas of continuous provision are in place and written plans are clearly displayed to show how each area develops and supports children's learning. However, although a computer is available to develop

children's awareness of Information, Communication and Technology it does not attract or sustain children's interest.

Children are secure with the routines that operate within the pre-school room. They understand that they must sit quietly whilst the register is taken and line up to go outside. Children are happy, confident and motivated to learn. They confidently talk about the weather and enjoy telling each other what they did at the weekend. Firm friendships are being formed as children play harmoniously together in the home corner. Opportunities are available for children to recognise and write their name. They have lots of fun as they identify their name card at the beginning of the day and drop it into the post box. Activities, such as writing a letter to Father Christmas and making a book about food, provide children with opportunities to write for a purpose. However, they are unable to independently reinforce these experiences as insufficient writing materials are placed strategically around the pre-school room. An attractive book area helps to promote children's love of books and story time is a popular activity with the children. Staff model how books should be held and point to words as they read, conveying to children that print carries meaning.

Children recite number rhymes, take part in counting activities and recognise colours as part of the daily routine. They enjoy playing games which help develop their awareness of number and baking activities allow children to explore the concept of weight. Talking about and observing seasonal changes help children learn about the environment. Good links are established with the local community. Children enjoy visits to the pet shop, dentist and opticians where they learn about the differing roles that people have within society. Representatives from the police force come into the nursery to talk to the children about keeping themselves safe. Discussing what day it was yesterday and considering what day it will be tomorrow, helps children understand the passing of time.

Children have opportunities to develop their senses as they manipulate play dough, listen to the noises made from different musical instruments and feel the varying textures of sand and water. Role play areas are well thought out and effectively support children as they act out their own thoughts and ideas. Children develop their creativity as they take part in a range of art activities using a selection of different media.

Helping children make a positive contribution

The provision is good.

Children from different cultures are warmly welcomed into the nursery. Cultural diversity is well promoted within the setting. Children celebrate a variety of festivals from around the world and taste food eaten in other countries. A good range of resources which promote equality of opportunity are also available, giving children a balanced view of the world in which they live. Children are not stereo-typed and birthdays are celebrated, which makes them feel special. Looking after a guinea pig that lives in the nursery and handling exotic animals helps children develop a caring attitude towards animals. Children with learning difficulties are welcomed into a sharing and inclusive environment. Children's spiritual, moral, social and cultural development is fostered.

Children are delightful and very well behaved. The nursery operates a code of behaviour, which includes sensible rules, such as not climbing on the furniture and being kind to others. Pre-school children are frequently reminded of these rules, which gives them a clear understanding of what is expected of them within the nursery. Staff use a clear and consistent approach to manage children's behaviour, which takes into account their age and stage of development.

Children's efforts are constantly praised which helps to promote their confidence and self-esteem.

Children benefit from the friendly relationships shared between parents and staff. This helps to promote security and consistency in children's lives. The nursery operates an 'open door' policy and welcomes parents into the setting both at the beginning and end of the day. A gradual admissions process is implemented for new children to ensure that they are happy and secure in their new environment. Parents receive some written information about the nursery. Policies and procedures are available for parents to inspect within the nursery and on the setting's website. Verbal and written feedback for younger children keeps parents fully informed about all aspects of their children's care. A written report is given to parents to make them aware of their children's attainment with regards to the 'Birth to three matters' framework. Newsletters and a notice board makes parents aware about what is happening within the nursery. Questionnaires allow parents to freely express their opinions and offer their ideas and suggestions about the nursery. The complaints procedures is clearly displayed and a log of any concerns is maintained. Parents expressed their overall satisfaction with the service provided.

The partnership with parents in receipt of funding for nursery education is satisfactory and contributes to the children's sense of belonging. Written reports at the end of the year and formal invitations to discuss their children's development, keep parents informed of their progress towards the early learning goals. However, parents do not receive sufficient detailed information regarding the six areas of learning which are incorporated into the foundation stage. This prevents parents from gaining a depth of understanding of the curriculum that is being delivered to their children.

Organisation

The organisation is satisfactory.

The leadership and management of the nursery education is satisfactory and contributes towards the children's progress towards the early learning goals. The manager demonstrates a high level of enthusiasm and commitment, recognising her responsibility to support staff and develop their roles within the nursery. Regular meetings, appraisals and training contributes towards professional development. The manager demonstrates a positive attitude to addressing the areas for development identified during this inspection to further enhance the provision of nursery education offered to children.

Children are protected as staff are appointed through effective employment procedures. Clear systems are in place to monitor staff's ongoing suitability to work with children. Children are grouped according to their age and stage of development and those cared for in the baby room and pre-school have a large amount of space to move around freely and play in comfort. However, space is not organised to fully meet the needs of children aged two to three years who currently attend the nursery.

Contingency arrangements are in place to cover staff shortages or illness. A key worker system is in place and a named deputy is available to take charge in the absence of the manager.

Most aspects of documentation are in place and organised to reflect confidentiality. The registration certificate is clearly displayed, keeping parents informed of the conditions under which the nursery operates.

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

Improvements since the last inspection

Following the last care inspection a number of actions and recommendations were raised, which the provider agreed to address. Progress has been made. Registers which show hours of attendance for both staff and children are now in place. Records are maintained to show how staff are deployed within the nursery to provide for the welfare of the children. Children in the toddler and pre-school room have independent access to drinks and those in the baby room are offered drinks on a regular basis. A selection of domestic style furniture is available in the baby room to assist in younger children developing their mobility.

The provider was also asked to include procedures to be followed if an allegation is made against a member of staff within the safeguarding children policy. However, although this recommendation has been met in part, further improvements have been recommended as a result of this inspection.

At the last nursery education inspection the provider agreed to address some areas of improvement that were identified. The setting has reviewed the way that play opportunities are organised so that children are actively involved at all times. Focused activities are now structured so that children are able to concentrate. Numbers are now displayed within the setting and children have more opportunities to create mathematical patterns and use simple addition and subtraction.

These improvements made to date enhance the quality of care and nursery education offered to children.

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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

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 children in the baby room wash hands before eating
- include the relevant telephone numbers in the safeguarding children policy and further develop procedures to be followed if an allegation is made against a member of staff

- review the organisation of space to ensure the needs of children aged two to three years are fully met.

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):

- ensure focused activities are planned to meet the needs of more and less able children and that the next stages of children's learning are identified to inform short term planning (also applies to care)
- provide parents with more detailed information on the Foundation Stage
- improve children's access to Information, Communication and Technology
- increase the availability of writing materials for children within the pre-school room.

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