

Daisy Chain Childcare Ltd

Inspection report for early years provision

Unique Reference Number	EY101465
Inspection date	09 October 2007
Inspector	Thecla Grant
Setting Address	High Ridge Park, Rothwell, Leeds, LS26 0NL
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Registered person	Daisy Chain Day Care 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 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 is one of three nurseries run by Daisy Chain Childcare Limited. It opened in 2002 and operates from four rooms in a purpose built nursery on the grounds of Haigh Road Infants and Nursery School. It is situated in the Rothwell area of Leeds. A maximum of 50 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year. All children share access to a secure enclosed outdoor playing area.

There are currently 93 children aged from three months to under five years on roll. Of these, 15 children receive funding for early education. Children come from a wide catchment area.

The nursery employs 17 members of staff. Of these, 14 hold appropriate early years qualifications and three are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because practitioners effectively follow current and appropriate environmental health and hygiene guidelines, policies and procedures. Practitioners are trained in administering first aid and appropriate permission and records are in place regarding the administration of medication to children. There are clear policies about children who are sick or who have infectious diseases; these are shared with the parents.

Children's health is promoted by a wholesome nutritious and balanced diet. Mealtimes are a relaxed social occasion when children sit together around the table to enjoy their food and each other's company. Young children are learning to feed themselves and do so well. Drinking water is readily available and children's individual dietary needs are well met.

Older children learn about foods that are good for you through themes and topics. For example, a healthy eating theme is displayed on the wall. The children have planted and cultivated a variety of vegetables in their garden and enjoy eating their produce. These are freshly prepared by a qualified chef.

Practitioners take effective steps to prevent the spread of infection by keeping the premises clean. They wear gloves when changing children's nappies and teach children to wash their hands from an early age. Practitioners understand the importance of hand washing and make sure their hands are washed after nappy changing and before tending to food. Older children understand that they must wash their hands before eating to make them clean. Practitioners further promote hygiene by ensuring all sheets are washed daily and cot mattresses are wiped and aired after use. As a result, children are protected from infection.

Children move freely with pleasure and confidence. For example, the three and four-year-olds expertly ride the tricycles and scooters around the garden. They show increasing control as they balance on the stilts and practise to walk with them. Children show their skill as they play with the football. They happily throw it into the air and catch it. As a result, children thoroughly enjoy the outdoor activities provided.

Babies develop their large motor movements because they are provided with sufficient space to hold onto furniture and practise their walking skills. Children over one year are supervised as they play on the sea-saw. They confidently rock backwards and forwards getting faster and faster. Children rest and sleep according to their needs. Babies sleep in cots and older children use sleep beds. All children enjoy their rest time.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a secure indoor and outdoor environment. Systems in place for making sure children are secure on the premises are good. For example, the door leading to the nursery is electronic and the office overlooks the main entrance. There are clear procedures to ensure all visitors sign into the building. Security is further promoted through the vetting system. For example, all staff are appropriately vetted.

Practitioners ensure the nursery is welcoming to children and parents by attractively displaying children's artwork and photographs of children at activities. The interest table reflecting the

Harvest festival is nicely decorated. The playrooms are filled with exciting and stimulating activities. Each room is attractively organised into different areas, for example, the home corner, heuristic and sensory play areas, mathematics area, book corner and messy play area. These effectively support enjoyable activities that challenge children in ways appropriate to their needs.

The safety policies and procedures are in place. For example, the nursery is monitored by a safety officer and accidents that occur on the premises are monitored. Practitioners make sure children are supervised at all times. However, not all practitioners effectively take into account the children's age and ability. For example, a child slipped and fell as he stood in the water tray. As children play the sand and water spill onto the floor. This is left until 'tidy up time'. As a result, a child slips and falls as he walks across the wet floor. Accidents occurring are not always recorded within an appropriate time frame.

The fire procedures are in place and fire practices are recorded. Suitable procedures are in place to ensure children are safe when on outings. For example, older children learn about road safety and babies are taken for walks in push chairs. Older children learn how to avoid accidental injury through learning how to tidy up after themselves. As a result, children suitably learn to keep themselves safe.

Children are protected because staff fully understand their role in child protection and are able to put appropriate procedures into practice. As a result, children are effectively safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

All children are involved in a broad range of planned activities and spontaneous events, which support their development and learning. For example, children in the baby room happily play with the different types of rattles and bells. They learn how to construct by stacking the stacking cups and they become engrossed in the singing activity. The babies look on mesmerised as the practitioner adds the fluffy bird props, for the 'two little birdies' song. As a result, babies are engaged and have fun.

In the under two's rooms practitioners positively respond to children's attempts to communicate. They tell the children the name of the toys they are playing with, for example, a child playing with the ball from the ball pool is told he is holding a ball. Children are finding their voice and beginning to use single words. Children confidently explore their environment. For example, they enter the book corner and sit quietly as they concentrate on the illustrations in their chosen book. Children happily play in the sand and pat the sand into a mould using a spade and their hands. Children play in the home corner and investigate the low cupboards by crawling into them. As a result, children under two years have a good time in their room.

Children in the under three's room use their initiative well. They play in the heuristic area and look at themselves in the mirror. Children enjoy exploring their environment and playing with what is available. They play with the shape sorter and receive help to put the shapes into the correct hole. Children have a good range of activities to choose from and are given the independence they require to complete their chosen activity. For example, a child decides to complete an interlocking puzzle on her own. As a result, children are well motivated.

Older children confidently access the activities provided. The children make potato prints and play in the sand and water. Children in the construction area talk about what they are making

and explain how it works to the practitioner. For example, a child has made a ship and is now taking it for a test run. Children also benefit from a range of activities outside the setting, for example, they visit the local allotments. As a result, all children are busy and happy in their play.

All children have a good relationship with their key worker and other practitioners. Children's development is tracked and their progress is monitored through the profiles devised for the under threes. These are suitably linked to the 'Birth to three matters' framework.

Nursery Education

The quality of teaching and learning is good. Practitioners have a good knowledge and understanding of the Foundation Stage and how young children learn. Most practitioners have attended training in the Foundation Stage. The learning environment is well planned to provide a good range of activities across six areas of learning. However, evaluation of activities does not effectively assess how well all children enjoy what is provided. Children's profiles are consistently linked to the stepping stones and systems are in place to gain information about their attainments.

Practitioners make good use of their time and resources to support children's learning. They question, challenge and support children to achieve as much as they can. However, opportunities are missed for children to lead in play. Arrangements are in place to include and support children with learning difficulties, for example individual sheets are completed. However, these are not effectively included in the general planning.

Children have a sense of belonging; they know the routine of the room and where things go. For example, the three-year-olds tidy away the toys in the sand tray by putting them onto the shelf where they belong. Children show a keen interest in the written word. They bring story books from home and happily listen to the story of the day as they sit comfortably on their cushions.

Three and four-year-olds show increasing independence in selecting and carrying out activities. For example, children in the garden decide to add a wheel barrow to take the peat to another area and children playing with the road map support their role play by folding the road mat to make speed bumps. However, opportunities are missed to extend these activities and add them to the planning.

Older children remember and talk about things that have happened to them. For example, they confidently discuss their holiday; a child remembers when she saw 'a real snake'. Children on the computer know how to operate it and complete a simple programme. Children keenly explore objects found in the garden and show the adults the worm they have found.

Children show a keen interest in the way musical instruments sound. During their music session they play the various musical instruments and use them to add effect to the story told. Children begin to differentiate colours. For example, a three-year-old states, 'You didn't have a red chair before'. 'What colour did I have?', asked the adult. 'A blue one', replies the child. Children have good opportunities to show interest in numbers and counting. When asked how many children are on their table they confidently count the six children. Children join in with the number rhymes and songs, calculating how many are left.

Helping children make a positive contribution

The provision is good.

Children are cared for by practitioners who skilfully work with parents to meet the individual needs of their children. Very good provisions are in place to work closely with the parents. For example, a personal care plan is in place for each child. The parent handbooks are in place and include the individuality of each room and what it provides. The handbook effectively explains the different methods used to assess their children's development. Parents are given a written and verbal report on their children's day.

Good systems are in place to care for children with learning difficulties. The behaviour management policy is in place and a nominated person for behaviour management is available. Children are kept busy so they are not bored. Therefore, children are well behaved.

Children have a good relationship with each other. They are valued, included and have a good sense of belonging. They enjoy the extra curricular activities, for example, music lessons and French lessons. Children are polite to each other and share what is provided well. They become aware of the wider society through the posters displayed of children from different races and cultures. Children's spiritual, moral, social and cultural development is fostered.

Children celebrate different cultural festivals, such as Chanukah and Chinese New Year and positively relate what they have enjoyed to their parents. The children access a very good range of toys and equipment which positively reflect race and culture. However, toys which positively represent disability are limited.

The partnership with parents is good. Parents are effectively included in their children's learning. For example, they receive good quality information about the education programme. Parents learn about the intended themes from the newsletters they receive. Parents are invited to parent evenings and find their children's profiles easy to understand.

The parents are encouraged to become involved in their children's learning by contributing to the 'the letter of the week'. They know the activities provided for their children on a daily basis through the activities sheet. This is displayed outside the Foundation Stage room and includes what area of learning was the main focus and who will take Pudsey the bear home.

Organisation

The organisation is good.

Practitioners have an accurate knowledge and understanding of child development. They have a clear sense of purpose and a continual commitment to improvement. Practitioners have attended relevant training and workshops to enhance their work with the children.

Good systems are in place to maintain the adult-child ratio through the well established 'bank' of staff. As a result, children's care, learning and play is suitably supported. Staff deployment in most rooms is well organised and practitioners make very good use of the space provided. Very good systems are in place to induct new staff into the nursery. For example, the nursery has an induction policy, induction training manual and induction check list.

Policies and procedures work in practice to promote children's health, enjoyment and ability to make a positive contribution.

The leadership and management is good. The leaders have a clear vision for the nursery education with a strong focus on the personal development and achievement of all children. Practitioners focus on individual observations and record the children's progress in individual profiles. Managers attend monthly management meetings where new ideas are discussed. Room meetings are in place as well as quarterly staff meetings.

The provision is effectively managed and monitored. All staff have clear goals and know their area of responsibilities. They have their own personal training files and are encouraged to plan their own development. Staff appraisals are in place and an advisory teacher visits the setting. Systems in place motivate the staff and help to build a committed team.

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

Improvements since the last inspection

At the last inspection the management was asked to address a few issues with regard to care and education. For care, the management was asked to devise procedures with regard to record keeping, written procedures for the disabled toilet and if an allegation was made against a member of staff. They were asked to implement effective routines for babies' mealtimes and safety with regard to the fire door.

These have been addressed. The fire doors are kept closed. Written procedures are in place if an allegation is made against a member of staff, and procedures are in place for using the disabled person's toilet. Routines are in place regarding mealtimes in the baby room and the arrival and departure times of children are recorded. The medication records are now kept on separate sheets. At the last inspection there were two actions regarding documentation. These have been addressed; there is now a record of visitors which include arrival and departure times and documentation and policies have been reviewed. As a result, steps taken have improved outcomes for children and the organisation of the provision.

At the last inspection the management was asked to address a few issues in education; the management was asked to continue to develop the outdoor sensory garden and the level of shared training. This has been addressed; the sensory garden is developed and training attended is cascaded well. As a result, children enjoy the experiences of the garden and benefit from all of the training staff have received.

Complaints since the last inspection

Since 1 April 2004 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 complaint record may contain complaints other than those made to Ofsted.

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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):

- make sure children are kept safe whilst clearing away activities and when supervising them take into account their age and ability.

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 more opportunities for the children to lead in play and include child initiated activities into the planning
- make sure general planning includes children with learning difficulties and the evaluation of activities show how well all children enjoy the activity.

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