

Daisy Chain Day Care Nurseries

Inspection report for early years provision

Unique Reference Number	EY270873
Inspection date	28 February 2008
Inspector	Carys Millican
Setting Address	Hastings Road, Leyland, Lancashire, PR25 3SP
Telephone number	01772 623 709
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Registered person	Daisy Chain Day Care Nurseries 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 inadequate - notice of action to improve. The registered person does not meet 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 Chain Day Nursery is privately owned. It was registered under the current provider in 2000. The nursery is situated in a residential area within walking distance of Leyland town centre and is based within a former church hall, which is a single storey detached property. A maximum of 46 children may attend the nursery at any one time. The nursery is open from 07.30 and 18.00 each weekday apart from public holidays. All children share access to a secure enclosed outdoor play area.

There are currently 70 children aged from birth to under five years on roll. Of these, 29 children receive funding for early education. Children come from a wide catchment area.

The nursery employs 14 members of staff. Of these, 10 hold appropriate early years qualifications. The nursery is a member of the National Day Nurseries Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health and well-being are satisfactorily met. Staff generally follow appropriate environmental health and hygiene practices. They clean tables before they are used by children at meal times and high chairs are wiped down before babies are placed in them. However, staff do not follow the health and hygiene policy with regard to the use of cleaning cloths. Although the policy documents state the appropriate colour to be used for cleaning, mopping up of spills and bodily fluids, and for hand wiping, the staff in the toddler room do not always follow this coding. Older children's hand washing procedures are well supported by staff who encourage the development of independence and self-care. They follow the gentle reminders from staff to wash their hands after using the toilet and before eating. The hand washing practice and procedures used with younger children and babies is not consistently applied. Potty training toddlers are not encouraged to wash their hands after using the potty, toddlers do not always have their hands washed before eating, and babies do not always have their hands wiped before snacks and meals. Nappy changing routines and procedures are displayed in the pre-school toilet. However, basic hygiene practices are not consistently followed by staff. Staff's hands are not washed in between handling and changing children when gloves are not available. Several children may be changed at once, one after another. Although staff may wipe the changing mat after they have finished, they do not clean it in between changing each child. Children's welfare and the protection of children are fully considered by staff following the sick child policy. Documentation is in place, such as accident and medication sheets, and signatures are obtained from parents. Staff hold appropriate early years first aid certificates and the first aid box is available in an emergency.

Children learn about healthy eating and begin to understand the importance of a balanced diet. They benefit from a wide selection of snacks and meals, including a varied selection of fruit, as documented in the four-weekly menu displayed in the pre-school room. Children enjoy the social occasion created at meal times where children sit with their key worker. Older children are encouraged to help pour their own drinks and often self-select their snack from a rolling snack programme. Babies are encouraged to feed themselves with staff supporting them at snack times and during lunch time. However, when serving snacks hygiene practices are less robust. For example, at snack times children are not always offered a plate and babies are not always provided with a suitable surface on which to place food. Fresh drinking water is accessible to children at all times. Staff monitor babies' access to their feeder cups to make sure they access their own cup. Bottles of water are labelled in the toddler and pre-school rooms and children confidently help themselves. Children's dietary needs are met as staff follow individual needs, routines and parental wishes closely. Allergies are recorded and care plans are completed to ensure individual needs are met.

Children benefit from regular exercise and outdoor play in the fresh air. They enjoy a range of play opportunities to develop their physical abilities such as playing ball games and running around. Children enjoy drawing with chalks on the walls and sit on cushions and carpets using writing pads. They confidently dress up and enjoy playing with the colourful teas sets. Children rest and sleep according to their needs. Younger children's sleeping routines are individually followed to meet the needs of each child. Children are offered the opportunity to go swimming during the week as arranged privately with parents through an outside organisation. Afternoon naps are encouraged for toddlers who sleep on special mats with their own bedding, which is stored in a labelled bag. Quieter activities are encouraged for pre-school children to unwind

and rest during the day. A quiet area provides them with access to small cushions and a child-sized sofa to sit and relax whilst reading books or singing songs.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children are kept reasonably safe and secure when playing indoors and outside. Risks of accidental injury to children are minimised by the use of risk assessments and staff completing visual checks before children access outdoor play areas. Children cannot leave the indoor premises unsupervised. Inner door handles are positioned high up so children cannot reach them and the outer door is secure. Socket covers are placed in electrical points and trailing wires are hidden out of sight. The outdoor play area is fully enclosed and the low-level gate is locked, however, children can access the bolt easily through the iron bars and could leave the nursery grounds unsupervised.

Children are provided with an extensive selection of high quality toys and resources. These resources are well organised. They are stored in low level containers to enable self-selection, and well labelled shelving throughout the nursery enables children to identify play resources and where items go at tidy up time. The environment is extremely colourful, interesting and stimulating for all ages of children. Staff check play equipment for loose and broken parts and report any damages to the owner. Children begin to learn how to keep themselves safe. Staff gently remind them not to climb onto worktops and not to run around indoors as they may hurt themselves. Accidents are dealt with appropriately by trained first aiders and records are maintained. Children benefit from regular fire evacuation practises and visits from fire fighters and the police. Both activities are beneficial to children in raising their awareness of personal safety and keeping themselves safe.

Children's safety is compromised by the registered person's lack of understanding of the procedures to take when an allegation is made against a member of staff. The child protection policy does not contain the details of the procedure as documented under the Local Safeguarding Children Board's guidelines and the contact details of the police are missing. Staff have a satisfactory understanding of key indicators of abuse, and who to contact within the setting and social services should they have a concern. Children's general safety and welfare is met by the documentation maintained in the setting. Each child's individual record form contains details of named persons allowed to collect them. Any visitors attending the setting sign to show the times in and out, and any students are supervised at all times.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and content. They settle well into the stimulating and interesting environment. All children enjoy the many play opportunities accessible to them. The resources and activities support children's development. Children enjoy free access to areas such as sand or water play, craft activities, construction, role play and quiet areas to look at books. Babies enjoy playing with pasta in the sand tray; they use their senses to taste, smell and listen to the sound it makes as they use their fingers in the tray. Staff support the babies as they play. They provide opportunities for them to access natural materials from a number of treasure baskets which include wooden objects, metal items and bottles full of coloured water and shiny paper. Young children enjoy painting and mark making activities. They dress up and play with the doctors kit. Children enjoy the salt dough as they roll it out and use the numerous cutters and

shapes. Staff interact with the children promoting conversation and language development. Children begin to develop confidence and self esteem through the praise they receive from their key worker and the staff helping the children. The 'Birth to three matters' framework is clearly seen in practice with the children, especially with the babies. Basic observations are made and used by most staff to identify the future learning and planning. However, some key worker staff do not fully encourage younger children to reach their full potential as observations are not always completed or used to help more able children to progress further.

Children enjoy a wide range of indoor activities. Routines are well established to allow children sufficient time to explore and develop ideas. Children eagerly help themselves to activities and their concentration levels are suitably maintained. Older children enjoy making sticky pictures. They use a number of textured materials to glue and stick onto their final product. Children sing songs and play musical instruments. They enjoy the computer programmes and confidently use the mouse to drag and drop. The role play area is well resourced. Children dress up in a number of costumes. They play with the dressing table and pretend to be hairdressers. Children dress dolls and pretend to feed them imitating what they see in their community.

Children are interested in the activities. They confidently build roadways and train tracks and use large and small construction bricks to build models. Children enjoy listening to stories. Babies are cuddled and experience lots of eye contact. They benefit from a relaxed atmosphere and homely environment. Children enjoy outdoor activities. Staff encourage an indoor-outdoor environment where activities are provided outside such as mark making with chalks on the walls as well as writing pads and pencils. Children experience physical activities such as playing with bats and balls.

Nursery education

The quality of teaching and learning is satisfactory. Children make satisfactory progress towards the early learning goals. Children's learning needs are understood by the staff who have a suitable understanding of the Foundation Stage. Planning is basic with a strong focus on self-chosen activities and observations whilst children play. Photographs are taken and observational points linked to them in children's progress books. The learning needs are then identified, and future planning is identified on planning sheets. The key worker system is firmly established throughout the nursery. Information initially obtained from parents is used as a starting block on which to base future learning. Staff cleverly extend children's learning through discussion and provide sufficient challenge in small group activities. Children develop hand-eye coordination when using the scissors to cut paper. They confidently use a mouse. Children complete jigsaws and use a range of mark making materials. Children interact well with each other at circle time. They know the days of the week and discuss the weather and date. Children begin to distinguish between sounds as they learn the letter of the week. This is supported by children bringing in items from home such as a hat for 'h'. Children enjoy playing with malleable materials and access a range of rollers and cutters. They enjoy water play as they fill containers and pour water into jugs. Most children are supported in their play by staff deploying themselves well in order to challenge and encourage development and learning.

Children behave well and begin to show an understanding of right from wrong. Staff skilful explain why they must not do a particular action as it may hurt others. Children's creativity is encouraged. They draw and paint and complete gluing activities. Children thoroughly enjoy playing in the role play area, confidently dressing up mini hats and costumes. They enjoy the large and small construction area where they build with coloured bricks. Children know a number of colours as they name them when they use the painting easel. A wonderful display of numbers

found in the environment is hanging in the corner of the room. However, it is too high for children to enjoy and a mathematical area is not maintained. Staff do not challenge children or extend their learning of mathematics during activities or everyday routines. Children enjoy looking at books and listening to stories. They help themselves and sit on the small sofa with a number of multi cultural dolls. Staff read to them in large groups or sit children on their knee to look at the pictures on their own. Children are encouraged to help tidy up resources by putting them in the correct containers and then onto shelves. Practical activities such as sweeping up spilt sand using the dustpan and brush are not encouraged.

Helping children make a positive contribution

The provision is satisfactory.

Children's understanding of diversity is suitably promoted through activities that encourage equal play. Children play harmoniously together. They learn to share and take turns when playing with toys and in small group activities, such as gluing and sticking. Children are familiar with the routine. They confidently help to tidy up toys after snack times. Children form appropriate relationships with the staff who are on hand to help, praise and support the children during the session. Children's individual care needs are known and met by staff through discussion with parents and written information obtained from them. Children develop their interest in, awareness and understanding of diversity as they explore their own cultures and festivals and those of others, such as Chinese New Year.

The children behave well. They listen to the staff as they play and instantly react to any praise and encouragement which staff use to promote positive behaviour. Most staff use appropriate positive behaviour management strategies that encourage children to cooperate. Incidents of unwanted behaviour are dealt with according to age. Most staff use explanations, showing children why some behaviour is not acceptable and encouraging them to understand why this is. Children make suitable choices and decisions about their play as they choose activities for themselves from the extensive selection of accessible resources. Children learn to be patient and considerate during activities. They learn to share and take turns. Children receive praise for achievement and for undertaking activities such as helping to tidy away toys. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is satisfactory. Children settle into the nursery supported by the induction arrangements agreed with their parents. Parents and children are made welcome. Parents are extremely happy with the care and education their children receive. They praise the friendliness of the staff who work with their children. Younger children's routines and daily activities are detailed on a daily record sheet maintained for parents by their child's key worker and made available to them on collection. Information is passed on verbally to pre-school children's parents on a daily basis. Positive relationships are established with parents. Information regarding children's individual needs, routines and development is collected from parents on registering at the nursery. Parents are provided with a prospectus containing information about the nursery, and about care and educational activities. The parents' noticeboard displays a wealth of information, including the complaints procedure and registration certificate. A folder of policies and procedures is accessible on the shelf. Parents feel informed about their child's progress and involved in their children's learning. Children take home reading books weekly. Parents are encouraged to write in their reading comment book, for example, how much their child understood and enjoyed the reading book.

Organisation

The organisation is inadequate.

Policies and procedures do not work in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution, for example, the child protection procedure and the health and safety policy. The registered person's knowledge and understanding of child protection procedures in the event of an allegation being made against a staff member is inadequate. The registration systems used to record the attendance of children and the deployment of staff do not match the actual numbers in the room and the staff members allocated to each room. The adult to child ratios are not correctly maintained in both the toddler room and baby room. The registered person uses a robust recruitment system to ensure children are protected. Staff development is promoted and annual staff appraisals take place to ensure ongoing suitability. Most staff are qualified and experienced practitioners. Staff have a satisfactory understanding of the development of children, the 'Birth to three matters' framework and the Foundation Stage guidance. The nursery premises are well organised and indoor space is suitably laid out to maximise play opportunities for children. It is effectively organised to allow children free choice, independence and decision-making, where children use their senses to explore the environment. Staff work well together as a team. Most documentation is maintained in line with the requirements set within the National Standards.

The quality of leadership and management is satisfactory. An all inclusive environment is encouraged where all children are included. Children make suitable progress towards the early learning goals from their learning experiences within the free choice areas and activities. Basic planning is in place. Most staff complete observations on children and use these observations to plan for the next steps in their future learning. The key worker system is well established. The owner and deputy motivate staff well; they have a commitment to ongoing development and improvement which is shown through written documents, such as the teacher team reports and meetings.

Overall, the provision does not meet the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the registered person agreed to seven recommendations to improve documentation, health, safety and hygiene practices, and five recommendations related to nursery education.

Since the last inspection the registered person has given her attention to the recommendations referred to in the report. The induction arrangements for staff have been developed. Nappy changing facilities are provided in the baby room on a changing unit and for older children within the toileting area of the pre-school room. There is a chair in the baby room so children can pull themselves up and staff can feed babies with bottles comfortably in their arms. Risk assessments are available for all areas of the nursery which are regularly updated. A new cook is employed who encourages home made food rather than processed options and healthier menus are in the early stages of development. All children can access fresh drinking water easily. The child protection statement has been updated as requested, however, an action has been raised at this inspection. Documentation showing the procedures to follow is now in place for outings and uncollected children.

Nursery education recommendations have been partially met since the last inspection. Children are provided with opportunities to access self-chosen activities including creativity and mark

making. A comments book is now provided to parents to complete after reading books to their children. The organisation of group sizes is maintained to allow all children appropriate care and attention, however, opportunities to extend learning for more able children have also been noted in this inspection. Mathematics has also been raised within this inspection as an area of weakness.

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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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, the registered person **must** take the following actions:

- deploy staff effectively within the premises to ensure that the minimum ratios are met and the safety, welfare and development of children is maintained
- ensure that the child protection procedure is complied with in the event of an allegation being made against a member of staff and that the registered person and all adults working with and looking after children are able to put the procedures into practice.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

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 opportunities within everyday practical routines and self-chosen activities to help children's mathematical development, including calculating, shape, space and measure.

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