

Daisy Chain at Mytton Oak

Inspection report for early years provision

Unique Reference Number	EY360792
Inspection date	05 June 2008
Inspector	Lesley Jane Bott
Setting Address	Mytton Oak Road, Shrewsbury, SY3 8XD
Telephone number	01743 243257
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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 at Mytton Oak is one of four nurseries run by Daisy Chain Ltd. It opened in 2007 and operates from a purpose-built building situated in the grounds of The Royal Shrewsbury Hospital. A maximum of 72 children may attend the nursery at any one time. The nursery is open each weekday from 07.00 to 18.00, all year round. All children share access to an enclosed outdoor play area.

There are currently 104 children from three months to under eight years on roll. Of these, 40 children receive funding for early education. Children come from a wide catchment area. The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 14 members of staff, all of whom hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy due to staff following current and appropriate health and hygiene routines throughout the nursery. Staff consistently wear gloves and aprons when changing nappies in order to prevent cross contamination. They encourage older children to wash their hands before eating and after using the toilet. Pictorial instructions over the sinks and riser steps help to enable children to access these independently. In addition staff clean tables with anti-bacterial spray before meals and snacks, and table cloths are used at meal times.

Children receive effective care if they are ill or have an accident because staff follow consistent procedures. For example, there is a well stocked first aid box in each nappy changing area, accident records are well maintained and countersigned by parents. Medication consent and records of administration available. Over half of the staff are first aid trained. This ensures that they are aware of the correct procedures to follow to maintain children's health. Children's dietary needs are met through the provision of a morning and afternoon snack. A four week menu rota is in place for a cooked lunch provided by the hospital. This ensures that children receive a healthy and nutritious diet. Older children sit down together at snack time to enjoy items such as crackers, fruit and cheese. They are given small knives and are encouraged to spread their own butter, promoting their independence.

Children enjoy physical activity as their development is promoted both indoors and outdoors. The setting operates a free flow system and children are able to move around from outside to indoors. A soft tarmac covering allows for safe play.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure environment where staff take positive steps to minimise risks. For example, parents know the code to enter the building whilst visitors use the buzzer system that staff respond to. A visitors book is on prominent display in the reception and used by all visitors to the setting.

Fire procedures are in place and emergency evacuations are regularly practised to ensure that children know what to do in the event of a fire. The purpose built building is very warm and welcoming. The large reception area has information stations for parents, together with a buggy store. Appropriate policies and procedures are in place, and successfully work in practise for example, staff check and record sleeping babies who are checked every ten minutes.

Toys and equipment effectively meet the needs of all children and help to create a stimulating environment as they move freely and safely between activities inside and out. Toys are stored at child-height in attractive marked boxes to allow children to choose independently. Appropriate sized tables and chairs in each room, ensure that the individual safety needs of the children are met well.

Children's welfare is effectively safeguarded and promoted as all staff are aware of the Child Protection policy and procedures. Staff have attended child protection training and this ensures that they fully understand their responsibility in protecting children from harm.

Helping children achieve well and enjoy what they do

The provision is good.

Consistent routines are followed with regard to timetables which helps children to develop confidence and a sense of belonging. Children develop confidence and self-esteem because they have a clear understanding of their routines, knowing that after washing hands they sit down for lunch with their bibs on. All staff have a good understanding of how children develop and the 'Birth to three matters' framework is effectively implemented for younger children. Staff observe children as they play and records of their work are stored in their individual learning journeys and folders. Plans link to aspects of the framework and are informed by children's observations and assessment so ensuring children's progression. For example, children were fully engrossed in the wet and dry sand activity so staff left it out for the rest of the morning for children to continue their play. Daily opportunities are in place for all children to be outdoors, partitioning allows for a safe area for the younger children. Younger children enjoy free painting outside on a large piece of paper, or washing the dolls in warm soapy water.

Nursery education.

The quality of teaching and learning is good. Staff demonstrate a good knowledge of the Foundation Stage and a good understanding of how children learn and progress. Planning of activities is very detailed and enables all staff to deliver the programme of activities and it is clearly linked to the stepping stones. Staff use effective methods to help children learn and maintain their interest. They sit and engage in their activities and ask challenging questions to extend their play and learning. A good balance during the day of adult-led and child-initiated play ensures children are motivated and engaged in a broad range of developmentally appropriate activities. Children enjoy the plan, do, review aspect of the day. Staff use open ended questions to develop children's curiosity and problem solving. For example, extending a topic to look at differences when looking at zoo or farm animals. All children have a learning journey, this starts when they join the nursery. Staff use progress reports to establish where children are in their learning. Assessment and evaluations are carried out at the end of the week on activities. However this does not fully evaluate activities as the information gained is insufficient to help aid future planning. Children are well aware of the rules, and are able to manage their own behaviour, knowing that they need to put outdoor shoes on before going out, and waiting by the door until a staff member is ready to go outside with them.

Children play well together, sharing and taking turns with equipment. They particularly enjoy being the lunchtime helper for the day, which includes serving and clearing away after lunch. Children show great enthusiasm for stories, they use the library van to choose books for the nursery every other week, and enjoy visits from a story teller from the local library. Children are beginning to recognise their own name and find this on their coat pegs to hang their coats on in the morning. Mathematical language is used during play and the children have the opportunity to practise counting at routine activities. The large clock pattern in the soft tarmac outside is used for recognising numbers and adding and subtracting games as the children run from one number to another.

Children extend their computer skills as they independently work through programmes on the computer that they choose themselves. Children take part in activities to learn about living things, they are currently growing vegetables in the garden to eat later on, and take time to water their plants and monitor how they are growing. They enjoy role play and imaginative play, talking about the shaving cream being soft and creamy. The sand and water tray outside allows children full independence for choice together with the table for writing and adult-led

activities. Children have opportunities every day to be outdoors and take full advantage of this outdoor area which is slightly covered to ensure that they can use it in all weathers.

Helping children make a positive contribution

The provision is good.

Staff have a good awareness of equal opportunities issues to help children learn about the world around them and develop positive attitudes to others. Children are learning about their own customs and festivals, such as Christmas and fathers day, as well as others. For example, the older children travel into town on the bus to eat at a Chinese buffet restaurant, as part of their topic celebrating Chinese New Year. Younger children access resources and labels reflecting different languages as well as English. Children's individual needs are taken into account as they are given choice on how to spend their time and enjoy the free flow of indoors and outside. The provision has good strategies in place to support children with learning difficulties and/or disabilities and appropriate arrangements are in place to ensure they are fully included in the life of the setting and able to participate in all activities. Children's spiritual, moral, social and cultural development is fostered.

Children behave well and know what is acceptable and responsible behaviour within the setting. They tidy away resources on request and do what is asked of them. Staff talk to children in an age-appropriate way, supporting good manners. Older children have written their golden promises which reflect what they want to do in nursery, for example, be kind and helpful, promise to share and listen. Children know and understand that they need to change to outdoor shoes before going out, and older children are able to do this independently.

Staff recognise the importance of working in partnership with parents and carers, and have good relationships with them. Parents and carers are encouraged to share what they know about their child, and this helps staff be able to meet children's individual needs with regard to routines. Written daily diaries in place for babies, and an information board on the Birth to three framework is updated daily for parents to see the activities their child has been involved in. Pictures of staff working in that room are displayed next to the door, which gives parents information on that staff member together with their qualifications.

Partnership with parents and carers of children receiving nursery education is outstanding. Parents receive extensive information on the Foundation Stage of learning, through leaflets and displays around the classroom and in the hallway. Activity sheets and additional information leaflets for parents to extend their child's learning are provided for them to take home. Relationships with parents are excellent at all levels and staff actively encourage them to become involved in their child's learning in meaningful ways. For example, Pip the nursery bear goes home with children to experience their home life, and Fredrick the frog who is used when the children have a topic, bring items from home of a certain colour or beginning with a certain letter of the week. These are all put into Fredrick's mouth. Parents are provided with excellent information about the nursery education and the stepping stones. The manager of the setting is an excellent role model for the staff, she oversees the planning and contents each week to ensure consistency and to identify any areas for improvement. There is an excellent commitment to professional development for staff, and they are all aware of their roles and responsibilities within the setting. Regular newsletters and parents evenings help keep parents fully involved and included in their children's learning and development.

Organisation

The organisation is good.

All written policies and procedures, necessary for the safe and efficient running of the setting are in place, and these are regularly reviewed to ensure that they are still relevant. Parents and carers have access to some policies and procedures as they are displayed on the notice board in the reception area. Others are available to them on request. This helps to ensure that parents and carers are able to make informed choices about their children's care.

Children to adult ratios are maintained and registration systems are effective. However, the register in the baby room is not always kept consistently up-to-date on children's departure times thus potentially placing children at risk as staff are not always aware of who is in the building at any one time. A record of visitors is maintained and there are appropriate arrangements in place to protect children from persons who have not undergone background checks.

Leadership and management is good. Recruitment and selection procedures are robust and ensure that staff are suitable and children are well protected. Good arrangements are in place to monitor the planning and the development and achievement of all children. The setting is managed and monitored well by the manager with regular communication and visits from the company manager to set clear directions and improvements within the organisation. Overall children's needs are met.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

Since the registration 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 the system for registering children's attendance on a daily basis includes their time of departure.

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):

- improve the evaluation of activities to aid future planning.

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