

Daffodil Day Nursery

Inspection report for early years provision

Unique reference number

EY370837

Inspection date

16/09/2008

Inspector

Gillian Little

Setting address

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Type of setting

Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Daffodil Day Nursery has been established since 1995 and was registered with new owners in 2008. It is a privately run setting operating on the outskirts of the village of Long Hanborough. The building has been adapted to provide accommodation on the ground and first floors. The pre-school is located on the first floor and accessed by stairs.

The nursery is registered on the Early Years Register and the Compulsory Childcare register to care for a maximum of 30 children under eight at any one time. The nursery is open each weekday from 07:45 until 18:00 for 50 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 48 children aged from eight months to under four years on roll. Children come from a wide catchment area. The setting has some links with the local school and playgroup.

The nursery employs 10 staff of whom nine hold relevant qualifications, including Early Years Professional Status; three staff are working towards further qualifications.

Overall effectiveness of the early years provision

Children are safe and well cared for by a team of staff who are suitable and well-qualified. An inclusive environment ensures that all children are able to make progress towards the early learning goals. Children enjoy a range of appropriate activities and experiences although the outdoor area does not yet support all areas of learning effectively, and staff are not yet fully confident with the new observation and planning system. Strong partnerships with parents help staff to support children's learning and welfare, although links with other settings which children attend are not yet well established. The management and staff are aware of some areas of weakness requiring further improvement but do not collate these which limits the self-evaluation process.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop the cycle of observation, assessment and planning to improve the quality of experiences and challenges for children
- provide additional resources to promote all areas of learning outdoors, ensuring that they are easily accessible to children
- maintain a record of the self evaluation process to clearly identify areas of strength and those for improvement
- explore ways to further develop partnerships with parents and other settings which children attend.

The leadership and management of the early years provision

Effective processes are in place to safeguard all children. Rigorous recruitment and checking procedures ensure that staff are suitable to work with children and have the appropriate skills and qualifications to support their learning and welfare. Good support is available for staff to further their knowledge and understanding of childcare and learning. Good deployment of staff ensures children's safety. All records and policies are in place and most work well in practice. Regular risk assessments help staff to identify any areas of concern and all staff are aware of any issues. The nursery successfully promotes inclusion by welcoming all families, helping new children to settle quickly and offering additional support where appropriate. Parents receive good quality information about the nursery and staff welcome their views. However, staff do not always fully explore suggestions by parents to further improve partnerships with the nursery. The nursery has links with the local school and preschool but has not yet developed partnerships with other settings, such as childminders, who also offer care to children in the nursery. The management and staff have a positive approach to making improvements in the nursery and several staff have good ideas to further improve the quality of children's learning and development. However, there is a lack of overall direction in identifying and collating areas for improvement across the nursery.

The quality and standards of the early years provision

Children effectively learn how to keep themselves safe and healthy. For example, they learn to hold onto the handrail as they come downstairs and how to use knives safely at lunchtime. All children have daily access to the outdoor play area which encourages them to be active and develop physical skills. Staff promote healthy eating well and children enjoy fruit based snacks, and meals such as chicken casserole with vegetables. They learn to wash their hands before they eat and staff talk to them about germs. Children develop good levels of behaviour and older children are particularly well mannered and polite. Most children are able to play cooperatively and staff are generally successful in managing behaviour and creating a calm and settled atmosphere. Close relationships between staff, children and parents ensure that staff have a sound understanding of children's individual needs and parents receive regular information about their children's progress.

Children enjoy their play and all are making at least satisfactory progress towards the early learning goals, developing skills which will support them in the future. Babies enjoy exploring a range of suitable toys and activities in a cosy, relaxed environment. They benefit from good levels of interaction and eye contact from staff and have regular opportunities to play with older children. Toddlers are happy and settled, engaging in a range of appropriate activities, such as sharing books, drawing with chalks and riding in cars around the garden. Preschool children enjoy the challenges set by staff, such as marching like soldiers or counting in seconds while someone leaves the room. They are able to develop their own play, such as setting up road signs outdoors, negotiating with each other and using their imaginations while other children create pathways around them with cars, scooters and pedal bikes. Staff mainly resource the outdoor area to support physical play.

Some further resources are available outdoors to support other areas of learning but are not always easily accessible.

Regular observations of children's progress help staff to identify the next steps in learning and use this information to plan future activities. Staff are positive but not yet confident with the new planning and observation system and not all staff are effective in promoting learning outcomes. Children benefit from the skill of some staff in challenging their thinking and helping them to notice the world around them, while other staff are less successful in developing meaningful interactions.

Annex A: record of inspection judgements

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Satisfactory
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Satisfactory

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Satisfactory
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Satisfactory
How well does the setting work in partnership with parents and others?	Satisfactory
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Satisfactory
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Satisfactory
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Satisfactory

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

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.