

Daisy Chain Nursery

Inspection report for early years provision

Unique reference number EY366226
Inspection date 07/10/2008
Inspector Yvonne Layton

Setting address Daisy Chain Day Nursery, Cobden House, 2 Cobden Road,
CHESTERFIELD, Derbyshire, S40 4TD
Telephone number 01246 558811
Email info@daisychaindaynurseries.co.uk
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

Daisy Chain Day Nursery opened in 2002 and registered as a limited company in 2007. It operates from converted domestic premises close to the town centre of Chesterfield, Derbyshire. Children are cared for in three separate groups according to their age and stage of development. The day nursery serves the local and surrounding area. There is a secure enclosed outdoor play area. The day nursery opens five days a week all year, except for Bank Holidays. Sessions are from 7.30 until 18.00. The setting is registered on the Early Years Register and the compulsory childcare register and is registered to care for 60 children under the age of eight. There are currently 78 children from three months to under five years on roll. The setting offers school holiday care for siblings of children attending or for children who have left the setting aged under eight. The setting currently supports children with learning disabilities and/or difficulties and who speak English as an additional language. The nursery is accessible via steps and although some of the rooms are on the first floor, risk assessments are completed to ensure all children can access them.

The day nursery employs 18 staff who work with the children. Seventeen of the staff hold appropriate early years qualifications, most have level 3 and the supervisor has early years professional status. The day nursery is owned by two persons in a partnership, one of whom holds an early years qualification and one has business experience. Both work in the setting.

Overall effectiveness of the early years provision

Daisy Chain Nursery provides very effectively for children in the Early Years Foundation Stage and the needs of all children are routinely met through recognising and supporting their uniqueness. They make confident progress in their learning and development, enjoy their time in the setting and their welfare is soundly promoted. Good quality education and care is promoted by robust evaluation and identification of plans for improvement of the setting, including staff training and proactive partnership with parents, other agencies and the community.

What steps need to be taken to improve provision further?

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

- develop further the records of accidents and first aid treatment given to ensure clarity
- review storage of free choice toys and resources so they are easily available
- extend further alternative ways for children to experiment and experience the beginnings of writing.

The leadership and management of the early years provision

The management of the setting are focused on helping all children to make good progress in their learning and development and ensure their welfare is strongly promoted. This includes designated workers with specific roles such as responsibility for working with children with learning disabilities or difficulties, healthy eating and music and drama. There is a successful, common sense of purpose and dedication between adults who work well together. Children are cared for by qualified and experienced staff who are knowledgeable of the Early Years Foundation Stage. The management team is pledged to develop staff by training both away from the setting and in-house, including group and one to one sessions. The quality of children's care, learning and development is enhanced by the ongoing effective monitoring, evaluation and self-assessment of the provision. The capacity to make ongoing improvement is strong. All of which leads to clear identification of targets for further improvement.

Children are protected as effective detailed up to date records, policies and procedures are in place. However, the system for recording accidents lacks clarity. Efficient structures are in place to ensure staff are suitable for their role and are clear about their responsibility. The management team monitor the effectiveness of detailed risk assessments and take positive action to manage or eliminate risks. Individual risk assessments are completed to ensure individual children's needs are met. Children's health and welfare is protected as the setting has established consistent hygiene procedures and practices. Resources and premises are well-maintained, clean and suitable for their use. Children are strongly safeguarded as the leadership is committed to ensure staff's knowledge of safeguarding children procedures is up to date and they have clear understanding of their responsibility.

Inclusive practice is a major ethos of the leadership and management of the setting. It is promoted unerringly throughout, so that all children have their welfare needs met and achieve as well as they can individually. This is robustly supported by the development of effective links with parents/carers, other providers and services to promote integration of care, education and extended services. Parents/carers are provided with good quality information about the early year's provision. They are actively encouraged to be involved in supporting their children's learning and development, including through regular coffee mornings and parent's evenings. This is enhanced by daily informal discussions with staff. Parents are encouraged to provide detailed personal/ family and progress information about their child ongoing throughout their time at the nursery.

The quality and standards of the early years provision

Children are making good progress and show a positive attitude to learning. They are happy, confident and well-settled in a setting that is well-equipped, safe and secure. Interactions are good and all children benefit from caring, warm staff. They use open-ended questioning and provide many opportunities for the children to express themselves and explore. Planning and assessment is clearly linked to the Early Years Foundation Stage and are focussed on children's interests and individual learning needs. Individual assessments record observations of progress and clearly identify the next steps. This is enhanced by each child having their own 'Memory Book' which contains very individual photographs and text relating to their learning

and development. The learning environment effectively supports children's progress towards the early learning goals as staff have a good understanding of them. Purposeful play and exploration, both in and out of doors, throughout the setting ensures that all areas of learning are met. The setting is rich in text and number with bright pictures, photographs and displays. All children have opportunity to enjoy mark-making using a variety of writing resources. However, alternative ways to encourage children to experiment and experience the beginnings of writing are not used. Healthy eating and physical activities are linked with the designated workers organising related activities. Children learn about food and nutrition through effective activities. They plant, tend, prepare and eat their own vegetables. In cooking and food activities they learn about where the food is from and healthy eating.

Children are keen to access the range of well-presented play activities. There is a good balance of adult led, themed and free-choice activities throughout the setting. However, the storage of some free choice resources prevent children from accessing them easily. The very good levels of support ensure that all children are included and receive individual attention so that their needs are effectively met. For example, all children experience individual and group sessions appropriate to their age and development. This includes, circle time and music and drama. Staff use positive differentiation of the children to ensure all of their needs are met and they individually enjoy the sessions. Children develop a sound sense of independence and self-worth as they are encouraged to share, take turns and follow the nurseries boundaries as they progress through the developmental stages. Staff are good role models and the consistent use of praise, encouragement and positive reinforcement contributes effectively to the children developing good social skills and a sense of belonging to a wider family group.

Children's health and safety is solidly supported. The setting has their own robust hygiene routines to ensure they are protected such as colour-coded aprons and cloths for specific tasks. Children's welfare is protected in an emergency situation as regular, evaluated evacuation drills are practised. Children are well-supported to learn about safety by discussion, activities and daily routine.

Parents know and understand who their child's key person is and staff are clear about this role. They are proactive in working closely with parents.

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?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

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

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
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?	Good
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?	Good

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 has 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.