

Daisybank Day Nursery

Inspection report for early years provision

Unique reference number	EY363031
Inspection date	13/10/2008
Inspector	Barbara Christine Wearing / Janice Shaw

Setting address	Somersby House, Somersby Court, Carrwood Road, Bramhall, Stockport, Cheshire, SK7 3EJ
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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).

Description of the setting

Daisybank Day Nursery Ltd. opened in 2008. It operates from the fully converted ground floor of a residential house situated in the Bramhall area of Stockport. The nursery is on the Early Years register and a maximum of 43 children may attend at any one time. There are currently 26 children, aged seven months to three years, on roll. The nursery is open Monday to Friday from 08.00 to 18.00 all year round except public holidays and the week between Christmas and New Year. All children share access to a secure outdoor play area. The nursery currently supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language. The nursery employs six members of staff. Of these, four hold appropriate early years qualifications and one is working towards a qualification. Two qualified staff are working towards a degree in Early Childhood Studies. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Daisybank Day Nursery offers children a high quality provision in a homely, safe and stimulating, family environment. The managers have a strong vision and work hard in order to create an environment where children are cherished and their childhood is valued. Staff work closely with parents and other professional to ensure that they meet children's individual needs. A high regard is given to providing first hand experiences for children, resulting in eager and interested children who thoroughly enjoy their time at nursery. The setting is aware of, and is working on, areas for future development.

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 observation and assessment programme to ensure each child's achievements are identified and monitored
- ensure that parents/carers sign the record of administration of medication and clarify some areas within the safeguarding procedure
- continue to develop systems for self-evaluation.

The leadership and management of the early years provision

Staff are carefully recruited to ensure that they have similar beliefs, in line with the ethos of the nursery. This results in a staff team who work closely together, prioritise the needs of the children within their care at all times and who are committed to the provision's ongoing development. Rigorous vetting procedures ensure that children are safeguarded. Staff are deployed effectively throughout the day enabling children to benefit from high levels of interaction with familiar staff who know them well. The organisation of the nursery and the daily routine creates a homely environment in which all children are valued and included. Children and

staff eat their meals together and engage in baking activities in a large, family style kitchen/diner. Three group rooms cater specifically for different age groups, however, children enjoy, and benefit from, spending time together. The routine is flexible, caters for children's individual needs and involves daily trips out for all the children and time to thoroughly explore the exciting indoor and outdoor play areas.

All records, policies, procedures and documentation necessary for promoting the welfare of children within the nursery are in place and shared with parents and staff. However, some require clarifying or slight amendments. The nursery has excellent systems in place to ensure that children settle happily within the nursery and that their likes, dislikes and daily routines are known and catered for. These include links with previous day care providers and, if parents agree, a visit to children's homes prior to them settling in.

The manager is pro-active in seeking advice and support from other professionals, including the Sure Start development worker. This, together with discussions with staff and parents and her own observations are helping to develop effective methods of self evaluation, ensuring the continued development of provision for children and their families.

The quality and standards of the early years provision

Staff observe children closely and have strong relationships with their parents. They therefore have a thorough knowledge and understanding of children, their stages of development and current interests. This is used to influence planning which remains flexible in order to respond to new interests or events in children's lives. Staff interaction with children demonstrates their understanding of each child and their ability to provide appropriate challenges for them. Key staff have a secure knowledge of the Early Years Foundation Stage (EYFS) and guide others, supporting their learning. Systems for observation, assessment and planning are in their infancy.

Children benefit greatly from the wide range of superb resources which are available to them within the welcoming and beautifully maintained nursery. They enthusiastically explore their chosen activity with discreet support from staff and make good progress towards the early learning goals. Staff ask children questions throughout the day that extend their learning. Children develop an understanding of numeracy as staff count how many shoes there are when getting ready to go out and suggest that children make long and short or big and small models when using play dough. Children show a love of books as they make choices from the book shelves or from the selection of reference books that support displays. Children study the books intently on their own or share them with a willing member of staff. Children's imaginations and creativity are stimulated and valued as they access a range of musical instruments, role play and art materials. Children develop a high self esteem and are confident within the nursery routine. They make their needs known to staff who respond to their verbal and non-verbal communications. A child indicates that he wants a particular member of staff to get him to sleep as he lies on the settee with his comforter and cushions. The member of staff does as the child wishes and gently places him in his cot when he has fallen asleep.

Staff give a high priority to ensuring that children have many opportunities to be outdoors as this is recognised as a valuable learning environment. Children eagerly anticipate their daily trip to the park where they feed the ducks, throw sticks in the river, explore leaves, fungi, greet other people they see in the park each day, look for terrapins and have a drink and a piece of toast in the café. Throughout this time staff skilfully interact with children and take opportunities to extend their learning in all areas. They develop children's language as they describe what they see and discuss 'squelching' noises as they walk through the mud. Children develop a fascination for the natural world and a strong sense of community. This is extended within the exciting garden area of the nursery which gives children opportunity to explore, set themselves challenges, take risks and develop good large muscle skills within a safe environment. Children also go on trips further a-field, such as to country estates where they collect eggs which they hatch in the nursery.

Children spend time playing on their own, with other children and with staff and benefit from a balance of adult and child led activities. Having time to be with children of all ages allows younger children to learn from older children and older children to develop a sense of caring for the younger ones. Staff provide positive role models to children as they treat people with respect, valuing their differences. Children are encouraged to access all resources and staff recognise the importance of ensuring that different learning styles are recognised and catered for. A little boy shrieks with laughter as he enjoys being picked up and tickled by a member of staff. Children learn about diversity as they access resources that present positive images of disability, gender, culture and race. Staff have appropriate boundaries and expectations of children within the nursery, giving consideration for their individual needs. Children develop an understanding of these boundaries, are gently reminded of them when necessary and play happily and safely within them.

In line with the nursery's ethos of ensuring children have a healthy lifestyle they are provided with good quality, freshly prepared meals and snacks. Staff discuss the importance of healthy eating, exercise and personal hygiene routines with the children. Children enjoy sociable mealtimes, are given appropriate utensils to feed themselves and develop good self help skills. Children are kept safe within the nursery and on outings. Risks are clearly assessed and minimised while ensuring children learn about possible hazards and develop skills to keep themselves safe.

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 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 or the last inspection. 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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