

Daisy and Jake Day Nursery

Inspection report for early years provision

Unique reference number	EY373423
Inspection date	03/11/2008
Inspector	Elizabeth Margaret Grocott
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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

Daisy and Jake Nursery is one of two privately owned day nurseries run by the same provider. It opened in 2008 and operates from a purpose built, two storey building in the Moreton area of the Wirral peninsular. There is lift access to the first floor. All children share access to a secure enclosed outdoor play area. The nursery is registered on the Early Years Register and a maximum of 66 children may attend the nursery at any one time. There are currently 90 children on roll, of whom five are funded for nursery education.

The nursery is open on weekdays from 08.00 until 18.00 for 52 weeks of the year with the exception of bank holidays. The nursery supports children with learning difficulties and disabilities and those who speak English as an additional language. There are 20 staff employed including three support staff, of whom all but one have appropriate qualifications or are working towards one. The provision receives support from an early years advisory teacher.

Overall effectiveness of the early years provision

At Daisy and Jake Nursery, children participate eagerly and with great enjoyment in the broad range of opportunities that promote their learning and development, which they can access freely. The setting's practice is generally inclusive and staff provide strong support for children with learning difficulties and disabilities, which includes working closely in partnership with a variety of other agencies. Records, policies and procedures ensure safe management of the provision to promote children's welfare, learning and development. The manager is aware of the strengths of the setting and areas that need improvement and she continually strives to improve the provision for the children.

What steps need to be taken to improve provision further?

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

- value linguistic diversity by providing resources and play opportunities to reflect children's cultural backgrounds
- continue to develop the system for recording children's starting points so that the progress they make is clear.

The leadership and management of the early years provision

The team are led by a committed and well qualified management team. The setting's self-evaluation underpins their ability to improve. The manager implements excellent systems to monitor and evaluate the provision, to ensure that the strengths and areas that need improvement are identified. For example, a daily early morning meeting with room supervisors, informs her of everything that will happen in each room that day including, visits for new children, medication to

be administered and the timing of staff breaks so that she can organise cover where needed. The documentation which is required for the safe and efficient management of the setting is very well organised, covers all issues thoroughly and used effectively to promote all aspects of children's health and safety.

Safe recruitment practices include thorough checks on the suitability of new staff. Adults are never left alone with children until these checks are satisfactorily completed. An in depth induction also ensures staff are completely familiar with the routines and practices of the nursery before they come into contact with children. Staff are qualified, enthusiastic and extremely competent. All adults share responsibility for continuously improving outcomes for children.

Parents feel welcome, well informed and very happy with the service they receive. They are consulted via questionnaires and their views are appropriately responded to. Staff collect appropriate information which is then used to plan for each child's individual needs. Parents of younger children receive daily diary updates on how their children have spent their time, what they have eaten and how much sleep they have had. Older children have weekend diaries to encourage parent involvement in recording what they do at home whilst away from nursery. The manager communicates with other providers of the Early Years Foundation Stage (EYFS) in order to achieve collaborative working.

Children are well safeguarded. From the CCTV around the nursery to keypad controlled doors, they are kept safe from strangers. Staff have a good knowledge of the symptoms of child abuse or neglect and the procedures to follow if they have concerns about a child. Children are only allowed to be collected by known adults. Those who are not known have a password, and are only permitted to collect children by prior arrangement between parent and staff.

The provider has a clear vision for the future of the setting. A wealth of monitoring systems have been introduced that enable staff and managers to continually evaluate and reflect on their practice. Regular supervision, staff meetings and appraisal further underpins staff confidence. Training is prioritised with several staff undertaking degree courses. Management and staff are continually developing observations and planning for children, to promote the EYFS effectively. At present there are minor weaknesses in the base line assessments made of children. This means it is not clear how much progress they are making over time.

The quality and standards of the early years provision

Staff are well informed and knowledgeable about the Early Years Foundation Stage. Management have developed their own assessment process which clearly links with the six areas of learning. Staff make regular observations of each child and use these along with photographs to illustrate the child's learning journey during the time spent at the nursery. Although assessment forms are provided when the child starts these are not being used effectively to make a record of their starting points. Staff pay particular attention to children's interests and provide activities linked to these. Some children have a particular interest in rockets. Staff help the children to use the internet to find more items connected with this and

eventually the whole group joins in and an enormous rocket is constructed.

Babies and younger children develop a strong sense of security through close and caring contact with key adults who spend time with them and whom they get to know well. Their own key worker attends to their personal needs, such as feeding and nappy changing, forming a close bond. Babies use the low-level windows to peep through to their friends in the next room and bang to attract their attention. Adults listen and respond to children sensitively and this enables them to feel accepted and to make good progress in all areas of learning. Younger children enjoy exploring oats with glitter in, gloop and paint, and use walkers to aid them in becoming mobile. Their cognitive development is challenged as they try to fit shapes into different holes and they giggle with pleasure when pressing the buttons on the play house, which creates lots of different noisy sounds.

Both girls and boys have appropriate opportunities for quieter and more boisterous activities in and out of doors. Daily physical exercise and outdoor play contribute to children's health and physical development. Outside they play in a large boat developing their imagination and climbing skills. They scramble through tunnels and play musical instruments. They learn to care for living things through first-hand experiences, such as planting sunflower seeds, growing tomatoes and green beans. Each indoor area has a workshop where children can craft freely creating masterpieces, of which they are very proud. Older children register themselves as they arrive. They choose from pictorial displays, which activities they might play with during the session. At the end they discuss whether they played with it, what it was like and how they might play with it next time.

Children with learning difficulties and disabilities benefit greatly from good relationships with adults within the setting, and from adults' good relationships with parents and with staff from other agencies, such as speech and language therapists. Children who speak English as an additional language are not as yet, so well supported. The systems in place to establish children's home languages, do not ensure that staff have this information when a child first joins the nursery. As a result, opportunities for children who have English as an additional language, to develop and use their home language in their play, are not yet established.

Children are happy, settled and well behaved as each child's individual needs are provided for by attentive staff. Effective health and hygiene policies and procedures are routinely followed by staff, to protect children from any cross infections and to promote their well-being. Children enjoy healthy nutritious meals and snacks and help themselves to water whenever they choose. This keeps them well hydrated. They tuck in to their fruity curry with rice at lunchtime and juicy melon at snack time. All medications administered are witnessed by the manager and these and accidents occurring on or off the premises, are recorded meticulously.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is 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?	2
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	2

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.

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.