

# Daisies Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY308627

**Inspection date**

23/04/2009

**Inspector**

Sandra Elizabeth Williams

**Setting address**

Rannoch House, 16 Crescent Green, Kendal, Cumbria, LA9  
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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 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**

Daisies Day Nursery is a privately owned nursery which has been registered since 2002. It operates from two single-storey buildings in Kendal, Cumbria. The nursery is situated close to Kendal town centre and consists of one large playroom for the three and four-year-old children, a baby room and a playroom for two to three-year-old children. It also has a sleep room, toilets, kitchen and staff toilets. Both buildings have access to an enclosed outdoor play area. The premises are easily accessible because it is all situated on ground level.

The nursery is registered by Ofsted on the Early Years Register. A maximum of 49 children may attend the nursery at any one time. There are currently 71 children on roll, all of whom are in the early years age range. The nursery is in receipt of funding for early years education for three and four-year-old children and it supports children with learning difficulties and disabilities. It is open each weekday from 08.00 to 17.30 for 51 weeks of the year. There are 11 members of staff who work directly with the children, all of whom hold appropriate early years qualifications. The nursery has recently employed a manager who has a degree with Qualified Teacher Status. The nursery gained the Quality Counts award in September 2005.

## **Overall effectiveness of the early years provision**

Overall, the quality of the provision is good. Children are making good progress in their learning and development due to the support received from their key workers. The children's welfare is also promoted well. Inclusion is a particular strength of this provision, as staff ensure that all children are supported to fully participate in the activities provided. The staff work well as a team and evaluate their practice and strive for continuous improvement. They have a good awareness of the strengths of the provision and the areas for further development. Staff work very closely with parents, which is a particular strength of this setting. They also work closely with other settings that deliver the Early Years Foundation Stage (EYFS), which ensures the children receive consistency and continuity of care and education.

## **What steps need to be taken to improve provision further?**

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

- review the risk assessment to ensure that all potential hazards to children are minimised, including the location of the trampoline
- further develop systems for obtaining detailed information from parents about the children's starting points in order to inform the initial assessments.

## **The leadership and management of the early years provision**

The nursery is very well led and managed, and the staff work effectively as a team to ensure the children receive a high standard of care and education. Staff are well deployed to ensure that the correct child to staff ratios are adhered to at all times. This enables children to move freely and to choose from the different activities provided indoors and out. The children have daily access to the well equipped outdoor play area where staff closely supervise them to ensure their safety at all times. Staff work hard to ensure the sessions run smoothly so children feel settled and confident in their routine. All required documentation is in place and the policies and procedures are up to date and well organised. Staff are committed to continuous improvement as they attend relevant training and have a good understanding of what is being done well and the areas for further development. The staff fully consider and evaluate their practice and have completed a self-evaluation process, which includes the views of parents and carers. Children are kept safe and secure due to the vigilance of the staff and the regular risk assessments undertaken. However, there are some minor safety issues that need to be addressed, such as the location of the trampoline. Staff have a good understanding of the safeguarding children procedures and are clear about the action required to protect children should the need arise.

The partnership with parents is a particular strength of this setting. Staff work extremely hard to make sure parents feel included and are kept well informed about their children's progress and welfare. The parents noticeboards are very informative, as are the regular newsletters and parents evenings. Parents are encouraged to take part in their children's learning and to contribute to their children's files by adding photos and commentary about what the children have been doing at the weekends. This is an effective way of linking home to nursery and it enables the parents to see what the children have been learning at nursery. Some parents visit the nursery in their professional capacity, for example, a doctor, to talk to the children about health issues. The staff also have strong links with other professionals who regularly visit some of the children at the nursery. This promotes continuity of care and education for the children.

## **The quality and standards of the early years provision**

The nursery is a lively, stimulating and exciting place for children to have fun and learn through play. The environment is bright and colourful and full of interesting and imaginative resources for children to choose. The staff have a very good understanding of the EYFS and they skilfully engage the children in activities and extend their learning by asking them questions to encourage them to think. They clearly plan and deliver an imaginative and exciting range of activities for the children that cover the six areas of learning. The children all have their own key workers who undertake observations of their achievements and development. The staff know the individual children very well and know their interests and favourite activities, which they draw upon when planning for their individual learning and development. Staff use regular observations to plan for individual children's next steps in their learning. The staff liaise closely with parents from the start by asking

them to provide information about their children's routines, likes and dislikes. However, the system has not yet been fully established to include information about children's starting points in terms of ability and development, in order to inform the initial assessments. Inclusion is a strength of this nursery. All children, particularly those with additional needs, are very well supported to be able to join in the activities on offer. Staff take great care to ensure that the more able children receive sufficient stimulation and challenge in order to ensure that they are learning and developing as much as they can. Activities are adapted according to children's individual needs, so that everyone is valued and included.

The children really enjoy the freedom of accessing the outdoor play area where they become engrossed in their play. They learn about living things as they enjoy planting plants and learning about how they use their roots to suck up water from the earth. They know that the plants need water and sunlight in order to grow. One child collects dandelion leaves to take home to feed her pet rabbit. The children also enjoy imaginative play in the play houses; one is currently set up as a vet's practice and another is a garden centre. They also use their imaginations to make houses out of cardboard boxes. Other children enjoy taking part in a baking activity. They wash their hands before starting and they put on their aprons. They develop their fine motor skills as they carefully use the cheese grater and knives to create their pizzas to share at snack time. The children have wonderful opportunities to learn about everyday technology as they learn to operate programmable toys and computers. They learn about different cultures as they take part in activities such as making African shakers, Rangoli mats and dressing up in multicultural costumes. The children are making good progress in their literacy skills as they enjoy playing games that encourage them to learn letters by use of a phonic system. Children of all ages develop their creativity through playing with musical instruments, singing songs, undertaking art activities and exploring treasure baskets.

Children learn about healthy eating as they enjoy trips to the supermarket to choose fruit for snack time. They help to weigh the fruit, they pay at the cash till and then help to prepare the fruit for their friends to eat at snack time. They learn to keep themselves safe as the staff explain simple rules, such as not to run in the nursery. They also learn about 'stranger danger' and road safety by their visits from the local police officers.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	1
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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