

Daisy Chain Day Care Nurseries

Inspection report for early years provision

Unique reference number EY270873
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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 Chain Day Nursery is one of two nurseries operated by a private owner. It was registered under the current provider in 2000. The nursery is situated in a residential area within walking distance of Leyland town centre and is based within a former church hall, which is a single storey detached property. All children share access to a secure enclosed outdoor play area.

The nursery is open from 07.30 to 18.00 each weekday apart from public holidays. A maximum of 46 children may attend the nursery at any one time. There are currently 70 children on roll who are within the Early Years Foundation Stage. Children come from a wide catchment area.

The nursery employs 14 members of staff. Of these, 10 hold appropriate early years qualifications. The nursery is a member of the National Day Nurseries Association and receives support from the local authority. The provision is registered on the Early Years Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff have developed trusting relationships with the children and their parents to ensure that the individual needs of the children are known and met. However, the sharing of information on a daily basis is not always accurate. Staff ensure that the environment is inviting and provides appropriate challenges for children to learn and develop well through play during the Early Years Foundation Stage. The provider and staff have a commitment to ongoing improvement and have undertaken improvements since the last inspection that benefit the health and development of children. The process of undertaking formal self-assessment to assist the management team to better identify the settings strengths and the areas for improvement has been initiated but is still in its early stages of development.

What steps need to be taken to improve provision further?

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

- develop resources and children's access to a variety of information and communication technology and programmable toys to support their learning
- develop self-evaluation to effectively identify the setting's strengths and priorities for development
- ensure that all the risk assessments are signed and dated and that they cover anything with which a child may come into contact, in particular the boundary gate
- review the key worker information sharing system to ensure that correct information is shared with parents at all times.

The leadership and management of the early years provision

The provider is appropriately supportive towards the staff team and to the improvement of the environment for the children. The nursery has a range of policies, procedures and practices in place to protect the children. All records required for the safe and efficient management of the nursery are in place and completed consistently by staff. Clear and sound procedures are in place for recruiting and vetting staff and induction for new staff contains the required aspects. Staff ratios and qualifications are in line with requirements and a training development plan is in place. A number of changes have been implemented in the nursery following the previous inspection, for example, the provider has obtained a full copy of the Local Safeguarding Children Board documentations and has updated the nursery safeguarding policy to cover procedure in case of an allegation being made against a staff member. A number of staff have attended initial and advanced safeguarding training to ensure that children are more effectively safeguarded. The outdoor area has been developed to provide a more pleasant play area for the children. These improvements have a positive effect on the environment offered to children. Management have initiated a self-assessment system which is still in its early days of development. Although a risk assessment of the premises is in place, one of the assessments does not meet requirements as it has not been signed or dated and the front gate is not fully secured when children are playing out. Management ensure that the majority of staff maintain a first aid certificate to ensure that they can effectively deal with accidents and emergencies. The quality of the provision is monitored appropriately with staff being keen to attend training to further their professional development and improve their practice. The nursery has designated staff with responsibility for coordinating equal opportunities and attending related training.

Children make good progress towards the early learning goals, staff complete observations on children and use these observations to plan for the next steps in their future learning. Development folders containing photographs and observation points show children's progress. Staff follow clear procedures to promote children's good health and well-being. For example, accident and medication records are in place and shared with parents as required. Daily information sheets are in place for the younger children and babies, however, some of the entries are not accurate resulting in instances of misinformation about lunchtime food content being provided for parents. Key workers undertake personal care for their named children to ensure continuity of care for the very young. Staff are vigilant in ensuring surfaces are cleaned and nappy changing practice ensures that risk of cross-contamination is reduced.

Parents and carers are well informed about the nursery services and welcoming displays are set out in the entrance area. There is a varied range of materials that are shared with, and are available for, parents. These are used to enhance their child's experiences in the setting and for them to be involved and share home experiences with the nursery, for example through an initial information booklet about the child and their family, and a weekly booklet for parents to share children's weekend activities, including their new and developing interests. Links

are beginning to be developed with other settings attended by children. A successful visit and interaction between one child and his key workers from both settings that he attends was observed during the inspection. Parents spoken to are supportive of the nursery and happy with the level of their involvement and development of their children.

The quality and standards of the early years provision

The nursery provides a very welcoming, colourful and stimulating environment where children have access to a range of interesting resources to support their learning and development. All children are relaxed, confident, behave well and enjoy their learning. Staff each take responsibility for the maintenance and development of one of the areas of continuous provision in their rooms as well as working with each other to ensure that they meet each child's individual needs. Children enjoy a wide range of indoor activities with routines being well established to allow children time to explore and develop their ideas well. They freely help themselves to activities and are developing good concentration levels because they are appropriately supported by staff. The development of the outdoor area has extended learning experiences for children across the areas of learning. Children enjoy chalking on the walls of the building, the adjoining wall as well as the floor, with chubby brightly coloured chinks. They practise and develop balancing skills and develop their spatial awareness as they manoeuvre around the area on wheeled toys. Older children are provided with the opportunity to attend swimming lessons at a local school to enhance their physical development and widen their experiences.

A pleasant relaxed environment is created in the baby room where babies thoroughly enjoy exploring the variety of treasure baskets and coloured liquid bottles with their textured, natural and shiny objects. Photographs at children's level in the toddler room assist children's sense of belonging, development of their self-esteem, language and knowledge about others. A variety of rich exploratory experiences promotes their learning and development very well. Children of all ages have plenty of opportunity to explore texture, for example, older children concentrate well at spreading glue and selecting paper and feathers as well as sprinkling different coloured glitter on their winter collage. Babies and toddlers explore jelly, pasta, gloop, sand and different pieces of material. Children interact well with each other during their play; they are learning to take turns and help others well during planned and everyday activities. Older children are learning to look and listen to others during circle time when they discuss the weather and date and begin to distinguish between sounds as they learn the letter of the week and bring in items from home that start with the letter. Children use books carefully and enjoy sitting in the comfortable book area with their friends, members of staff or by themselves. Children work well together in the construction area and learn about safety in the home corner as they wear a cooking apron and use the oven glove to remove the pretend food from the oven during imaginary play. Winter weather clothing in the dressing up area of the role play enhances the domestic play well. Resources that reflect diversity are to be found throughout the areas of learning. However, the provision of good quality, working information and communication technology equipment and programmable toys is less well

developed.

Procedures to prevent cross-infection are in place and children are well supported in learning how to manage their own health and hygiene, help themselves to water and make healthy choices at snack and meal times. For example, the older children know they must wash their hands before eating and after toileting to prevent the spread of germs. Photographs and hand washing posters in the bathroom act as prompts to assist younger children. Children readily take on responsibility for themselves and others. For example, they help at 'clean up time' and follow established routines, such as not running indoors and access the dust pan and brush to regularly sweep up the sand 'so we do not slip', which helps to develop their understanding of keeping safe. Staff ensure that the children are well nourished through homemade meals cooked on the premises and all children have ready access to fresh water to assist them in remaining hydrated and the development of self help skills to promote a healthy lifestyle.

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

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?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
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

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 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.