

Daisy Chain Nursery School

Inspection report for early years provision

Unique reference number 127137
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Inspector Robina Tomes

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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).

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 Nursery School opened in April 1995, and is managed by a committee. It operates from a recently converted, self contained area within the Whitstable Community College. in Whitstable. The nursery school consists of a reception area, a large group room with purpose built toilets for children, and a kitchen. Children have access to an outdoor play area. The nursery serves the local area and surrounding towns. There are currently 21 children between two and five years on the roll, 16 of whom are funded for nursery education. Children attend a variety of sessions each week. The provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The staff have experience of working with children who have learning difficulties and/or disabilities. The nursery school opens Monday and Thursday from 09:15 to 15:15 and Tuesday, Wednesday and Friday from 09:15 to 12:00 term time only. There are currently three staff who work with the children, all of them hold an early years qualification. They are supported by the local authority advisor

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The nursery offers a welcoming and inclusive setting where positive relationships ensure that children settle in quickly. Staff's good knowledge of children ensure that children's welfare and learning are promoted. Parents and carers are very positive about the support and care that children receive. The supervisor is beginning to evaluate the effectiveness of the provision, which has the satisfactory capacity for further improvement.

What steps need to be taken to improve provision further?

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

- improve the rigour of safeguarding procedures including recruitment procedures and risk assessments to ensure effective safeguarding procedures
- provide a range of opportunities for all children to develop their writing skills
- implement a rigorous system to monitor older children's assessment records to ensure they clearly track children's progress across all curriculum areas
- further develop systems for self-evaluation to ensure that it is an ongoing process that clearly identifies strengths and weaknesses across all areas of the provision

The leadership and management of the early years provision

The nursery runs smoothly because the small but caring staff team work well together and share ideas to improve the provision. The supervisor is committed and effective in building a good team. Regular reports to the committee ensure that they are well informed and able to give good support to the supervisor and

the staff team. The good communication between the provider and supervisor ensures an effective two way relationship. A formal system of appraisal is in process.

Parents and children's views are taken into account in the process of self-evaluation. This is linked to the Every Child Matters agenda and some actions for improvement have been identified.

Assessment is based on ongoing observations which enable next steps to be identified for individual children, in addition to ensuring that all areas of the curriculum are covered. However, this is not being used to analyse overall progress or identify gaps in learning. Staff are satisfactorily deployed to promote children's welfare and learning.

Safeguarding policies are in place. Vetting procedures are satisfactory as are procedures for risk assessments of resources and activities, but these are not systematic enough to avoid possible breaches of procedures or health and safety risks. Good health and well-being is promoted well through the steps to prevent the spread of infection and ensure children understand how to stay safe and healthy. This includes good food handling procedures and effective routines to ensure children wash their hands appropriately. The staff have an understanding of the processes to follow should they have concerns about a child in their care.

Progress since the last inspection has been satisfactory; the issues raised have been largely addressed. The new setting has improved the use of space and the purpose built toilets ensure children's privacy. Planning identifies some areas of rhyme and rhyming words that are taught but there is more scope to develop the teaching of phonics.

Partnership with parents is good, they appreciate the links with their child's key worker, in addition to the access to their child's profile which enables them to track and monitor progress. Newsletters are used to ensure that parents are kept informed. Surveys and ongoing daily communication are used to gain the views of parents. The setting is proactive in identifying additional help required and seeks help from appropriate agencies, such as the special needs advisor and speech and language therapist.

The quality and standards of the early years provision

The recently converted setting offers a bright, clean, well-equipped and welcoming environment. The daily planning and organisation ensure that children enjoy and participate actively in the learning experiences provided. These include a broad range of activities such as reading area, sand play, construction, role play, exploration of musical instruments and computer programmes. There are opportunities to learn about their own and the religious and cultural beliefs of others. However, there are few opportunities to draw and make marks, for instance in the role play and outdoor area. Children play well individually, in groups and with their peers. Photographs are well used together with their name cards to support the learning of their own and others names. Using name cards to identify

who is outside enhances children's understanding of how to stay safe.

Based on regular observations, activities are matched to children's needs so that all can succeed including those with learning difficulties and disabilities. Children collaborate well, sharing and talking about their play and work, as seen when two children sit comfortably in the reading area sharing a book, while other children play with animals in the dolls house imitating the roar of a dinosaur. Others extend their learning and skills when matching shapes through the use of the computer, becoming really excited when they get the shape in the right cart. There is an effective balance of adult directed and child initiated activities in the indoor environment. Adults respond positively to children but there are some missed opportunities to extend children's thinking by more effective questioning or using more open ended questioning to encourage children to think for themselves or challenge their learning.

Opportunities in directed activities are used to assess children's progress and needs in order to support the planning of their next steps. The outdoor area is an area for development and is used only for small groups, with selected activities, such as riding in the cars and bikes and playing ball. Children are reminded of safety rules, such as not riding on the grass as it may be dangerous. This area is used well to support children's knowledge and understanding of the world, for instance, by growing plants and observing the speed of windmills being blown round by the wind.

Children listen well to adults and positively enjoy story time and respond enthusiastically at the end of the story when invited to think about the character. Opportunities are taken to encourage children to think about what they are going to do next, but some opportunities are missed to enable children to discuss the activities they have already enjoyed and why. Children have a good understanding of personal hygiene, including ensuring that they wash their hands at appropriate times. The use of a snack bar for small groups enhances children's understanding of healthy lifestyles through discussion of their food and drink and gives good opportunities for children to share ideas in small groups. Older children are taking on more responsibility by becoming buddies to children who are new to the setting. They extend their understanding of the wider world through contributions to different charities including making Pudsey Bears. Children make sound progress in all areas.

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?	2
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?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
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?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

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

The provider confirms that the requirements of the voluntary 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 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.