

# Daisy Chain Childcare at Lofthouse Children's Centre

Inspection report for early years provision

---

<b>Unique reference number</b>	EY382403
<b>Inspection date</b>	05/05/2009
<b>Inspector</b>	Paula Fretwell
<b>Setting address</b>	Rodillian School, Longthorpe Lane, Lofthouse, WAKEFIELD, West Yorkshire, WF3 3PS
<b>Telephone number</b>	0113 2825766
<b>Email</b>	jo@daisychainchildcare.com
<b>Type of setting</b>	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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 Childcare at Lofthouse Children's Centre is one of four private nurseries registered to this provider. It is located in a purpose built setting situated in the grounds of Rodillian School at Lofthouse and works closely with the Children's Centre. It is a single storey building registered for a total of 52 children aged from birth to eight years and there are currently 44 children in the early years age group on roll. The nursery is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The nursery provides full day care and is open from 8.00 to 18.00, Monday to Friday, 51 weeks a year. The nursery is registered with the local authority to provide funded nursery education for those children of eligible age. The setting welcomes children with learning difficulties and disabilities and those for whom English is an additional language. There are three nursery rooms used by the children according to their developmental stages and each room has access to safely enclosed garden areas. There are eight full and part time staff, who have or are working towards early years qualifications. In addition, the setting can provide qualified and experienced staff from other sites.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's learning and development is successfully promoted within a welcoming, inclusive environment. Children are mostly well supported in a variety of play-based experiences, resulting in good progress in the Early Years Foundation Stage. However, some aspects of the organisation do not always effectively promote the well-being of all children. The management team understand many of the strengths of the setting and some of the areas to improve, working hard with input from the staff team to evaluate the quality of the provision.

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

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

- ensure that systems are more effectively implemented so that the individual needs of all children are met. In particular, ensure children are able to become fully familiar with the provision and feel confident and safe within it
- ensure the key person system is sufficiently robust to support children's individual needs and enable them to develop a settled and close relationship, particularly with regard to the youngest children in the setting
- continue to develop opportunities for children in the outdoor environment.

## The leadership and management of the early years provision

Documentation which underpins the practice is securely in place and up to date. The management team ensures systems are in place for children to make good

progress in their learning and development, although procedures to support children's welfare are not always effective. For example, the settling in procedure is not always tailored to ensure children are fully familiar with their key person and the setting.

Efficient teamwork and communication between practitioners and the manager ensures the smooth running of the nursery. Practice is overseen by the manager, who joins in with every aspect of children's care and leads by example. Opportunities and support for staff development help to enhance the quality of the provision. For example, staff access in-house training as well as external courses. Practitioners are mostly well deployed, although the key person system does not fully or consistently support children's well-being or enable them to form close attachments, particularly with regard to the youngest children and new children settling in. Vetting procedures for adults who work with the children are robust and there is an effective induction programme in place for new staff so they are clear about their responsibilities.

Systems to evaluate and monitor the provision are in place and well documented, such as the self-evaluation form, and all staff are able to contribute to this. Ongoing reviews of the quality of the provision take place through consultation with children, parents and staff. Children are safeguarded because practitioners have a clear understanding of their role in protecting children from abuse and neglect. Practitioners are confident that they can promptly report any concerns or allegations in line with Local Safeguarding Children Board procedures and the nursery's policy and procedure identifies relevant contact details.

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

Children are mostly confident and happy in a secure environment in which there are many opportunities for their learning and development. Well-planned activities take into consideration the individual interests of children and offer new and interesting challenges across all areas of learning. There are daily opportunities for outdoor play, although there are limited choices for children to access the outdoors spontaneously. Children of all ages enjoy regular access to the sensory room in which they can explore different sounds, lights and textures. Practitioners are motivated, friendly and caring, engaging well with children's play to extend and promote their development. Planning, observation and assessment systems illustrate the progress children are making and ensure the next steps in their learning are identified. Children's welfare is mostly promoted effectively although settling-in procedures are not always successfully implemented to ensure each child is secure and familiar with the environment prior to starting.

Babies enjoy sensory experiences and experiment with different textures, such as a wide range of natural materials and water play. There are many opportunities for babies' rapidly advancing physical development under close supervision and they enjoy climbing and exploring with increasing independence. Practitioners skilfully facilitate the play of the more mobile children under two and they respond well to their early language, introducing and reinforcing new vocabulary through plenty of conversation.

Older children confidently initiate their own play and access all the very well resourced areas of continuous provision. Children make very good progress within all areas of learning and staff skilfully ask open-ended questions to encourage them to think and demonstrate what they know. Children are beginning to recognise familiar letters and simple words and they can identify their names, such as on their place mats. Children confidently use the interactive whiteboards and enjoy showing video clips of themselves in a variety of play situations, communicating well to recall their experiences. Opportunities for children to recognise number, shape and colour are maximised in fun ways within the everyday routine, such as at snack time. Children enthusiastically talk about new projects, such as mini-beasts and they are interested and curious in their play.

Behaviour is very good and children's feelings of self-confidence are reinforced through plenty of praise and sensitive explanations. Practitioners are interested in what children do and say and all children are included fairly in all activities. Children feel valued and special through the setting helping them to celebrate special occasions, such as their birthday, and they enjoy wearing the musical birthday hat. Strategies for managing children's behaviour are used consistently and appropriately for the understanding of each child and these help children to learn safe boundaries.

Very good priority is given to ensure children's safety and security. Visitors are clearly monitored, risk assessments identify hazards and practitioners ensure all areas and equipment used by the children are safe. Children learn to keep themselves safe, their physical health is very well promoted within the nursery and older children understand why personal hygiene is important. They discuss why they need clean hands before eating and simple posters help to reinforce good hygiene.

Children enjoy a balanced, healthy diet with menus showing a variety of nutritious foods prepared and served in good quantities for their needs. Practitioners understand the children's individual dietary needs and their personal preferences, and mealtimes are relaxed and social occasions. Children access drinks whenever they are thirsty. Partnership with parents and carers is positive and practitioners are professional in their communications. Notice boards and newsletters are very informative and parents are mostly encouraged to share what they know about their child, before and during their child's time at the setting. Children's profiles are well maintained and parents are welcome to discuss these or take them home to view at any time. Parents' evenings are held for parents to discuss their child's development and parents' views are welcomed through the use of the suggestion box and feedback questionnaires.

## 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?	2
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?	2
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

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](http://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