

# Daisy Chains Private Day Nursery

Inspection report for early years provision

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**Unique reference number** 316451  
**Inspection date** 23/07/2009  
**Inspector** Susan Elaine Heap

**Setting address** Hornby Street, Heywood, Rochdale, Lancashire, OL10 1AA

**Telephone number** 01706 628 105

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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

Daisy Chains Private Day Nursery is one of three nurseries owned by a private individual. It opened in 1995 and operates from three rooms and occasionally the church hall. Children have access to an enclosed outdoor play area. The nursery is situated in a residential area of Heywood, Rochdale. It is open each weekday from 07.30 to 17.30 for 51 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 45 children may attend the nursery at any one time. There are currently 52 children aged from birth to under five years on roll, some in part-time places. The nursery supports children with learning difficulties.

There are 11 members of staff, all of whom hold appropriate early years qualifications to at least NVQ level 2. One member of staff has a Foundation Degree in Early Years and Childhood Studies. The setting provides funded early education for three and four-year-olds and is also taking part in the pilot scheme for two-year-olds. A cook and a cleaner are also employed.

## Overall effectiveness of the early years provision

Overall, the provision is satisfactory. Children enjoy a satisfactory range of activities both indoors and outdoors which successfully promote their learning and development. A key worker system and close partnership working with parents and other professionals contributes to ensuring that each child's unique needs are met satisfactorily. Most aspects of children's health and safety are successfully promoted to a good level. The manager has successfully started to evaluate the nursery provision and has identified key areas for future improvement by putting action plans in place.

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

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

- continue to develop the observation, assessment and planning systems to ensure that all the staff team are fully confident in its delivery and to ensure each child's next steps in their learning and development are identified and met.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure there is at least one person who has a current paediatric first aid certificate on the premises at all times when children are present and that there is at least one person on outings who has a current paediatric first aid certificate (Safeguarding and promoting children's welfare).

16/10/2009

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

The staff team work well together and through attendance at short training courses demonstrate that they are receptive to new ideas and successfully put these into practice to improve the outcomes for children, such as training on speech and language development and physical exercise. However, insufficient attention has been given to ensuring that at least one member of staff who has a current paediatric first aid certificate is present at all times when children are present or when outings. This is a breach of a specific legal requirement and compromises children's safety and welfare. The manager has successfully started to evaluate the effectiveness of the provision by using the Rochdale High-Five quality assurance document. From this, she has put action plans in place, which identify short-term targets for improvement particularly around children's learning and development and leadership and management. All recommendations from the last inspection have been successfully completed. These have improved the organisation of space and resources to promote children's learning and development, and documentation available for parents.

A sound induction process and a range of written policies and procedures underpin the staff's daily practice and ensure that children are cared for in a safe environment. The staff team has a secure understanding of the Local Children Safeguarding Board procedures and who to contact if they have any concerns about children's health and welfare.

Parents are warmly welcomed and a good range of written information about the provision is available through newsletters, parents' notice boards in each of the children's rooms and daily conversations, which keep them informed of children's progress. Systems to develop closer working partnerships with parents and other settings that children may attend are in the early stages of development. These include their comments and observations of children's interests and development to inform the provision's planning for children's learning opportunities. Effective steps are taken to notify parents of infectious diseases and how to manage these and staff act quickly and appropriately if children are taken ill, such as giving comfort or checking their temperature. These successfully help to promote children's health and welfare.

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

Most aspects of the welfare requirements are met to a good standard, for example, healthy eating is promoted through the provision of healthy well-balanced meals and snacks and children have access to fresh air and exercise daily. Staff are proactive in encouraging children to develop good hygiene practices, such as washing their hands before eating and after they have been playing or crawling on the floor. Staff act as good role models and use antibacterial gel after wiping children's noses, which helps prevent the risk of cross infection, particularly in the baby room. Younger children's routines are known and followed,

such as feeding, changing and sleeping routines which offer them security and consistency in their care.

Observation, planning and assessment systems in order to meet children's individual needs and interests and which plan for their individual next steps in learning are in the early stages of implementation. Not all the staff team has attended Early Years Foundation Stage training and, as a result, are not fully confident in this area.

A good range of resources and visual aids are available which actively promote children's understanding of safety in the home and different environments. As a result, children are developing a good understanding of how to keep themselves safe. Children behave well because staff are consistent and give clear messages to the children. They receive regular verbal praise for their achievements and for showing consideration for others, which helps to develop their self-esteem and confidence. They enjoy joining in with singing and story sessions or playing co-operatively together in parachute games.

Children are happy, confident and chatty and readily make choices and decisions as to where they will play. They are soon engrossed in following a computer program, playing in the outdoor area developing their physical skills or discussing road safety with a member of staff as they play on the road mat with the cars. These enable them to develop skills for the future and promote their economic well-being. The storage of play equipment and resources at children's height gives children opportunities to initiate their own learning and develop their imagination and creativity. They enjoy messy and creative play on a daily basis using a wide variety of media, such as paint, sand and water while the younger children benefit from exploring natural and sensory materials.

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	3
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?	3

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