

Daisy Chain Private Day Care

Inspection report for early years provision

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Inspection date

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Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

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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).

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.

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Description of the setting

Daisy Chain Private Day Care Limited was registered in 2004. It operates from refurbished and extended premises situated in the centre of the village of Oughtibridge in Sheffield and close to bus routes, schools, parks and other local amenities. The setting serves families from the local and extended community.

There are five playrooms on three levels of the building, including a separate annexe for the youngest children. All children share the outdoor areas which are fully enclosed. The nursery is open every week day from 7.30am until 6.30pm, with the exception of bank holidays and the week between Christmas and New Year. The setting is registered to care for a maximum of 57 children under eight years. There are currently 72 children in the early years age range on roll, of whom 25 receive nursery education funding. The setting supports children with learning difficulties and/or disabilities. Children are collected from Oughtibridge and Wharndcliffe Side schools for out of school care. The nursery is registered on the early years register and both the compulsory and voluntary parts of the Childcare Register.

A team of 12 staff work with the children, 11 of whom have a relevant early years qualifications. The setting is a member of the National Day Nurseries Association and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a secure and welcoming environment, where they make steady progress in their learning and development. Good partnerships are established with parents and there are satisfactory links with local schools to aid transition. Staff liaise effectively with parents and with other professionals where there are additional needs. Some procedures and record keeping systems lack necessary detail. The provider takes positive steps to tackle identified areas for improvement, but is not yet using self-evaluation system fully to assist this process.

What steps need to be taken to improve provision further?

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

- develop the use of self-evaluation, involving staff and parents in this process, in order to build on strengths and target areas for further improvement
- review policies and procedures to ensure that they are specific to the setting and that records, such as complaints records and risk assessment, include all required elements
- consider further ways of involving parents in their children's learning, of sharing children's records and inviting contributions to them

- develop the planning and provision of outdoor play experiences to fully promote all areas of children's learning
- continue to consolidate links between observations, assessments and planning to identify learning priorities and plan suitable play experiences for individual children.

The effectiveness of leadership and management of the early years provision

Overall children's welfare is safeguarded appropriately. Designated staff have recently attended relevant training to ensure they have up to date knowledge about child protection issues. This has increased their confidence in following the correct procedures, should there be concerns. Sound recruitment and vetting procedures ensure that staff are suitable to work with children. Children's security is given high priority in the nursery by means of coded locks and intercom systems. Staff greet parents at the door and accompany them when they leave the premises, ensuring that the outer door is always locked. Other safety measures include stair gates on all stairways, low level handrails and covers on exposed sockets. There is a safety surface on one of the outdoor play areas. Accident records are reviewed to identify hazards that have been overlooked, so that appropriate action can be taken. For example, there were a few instances of children slipping on the wooden ramp in wet weather, so this has been covered with rubber matting to provide a safer surface. Risk assessments have been reviewed since the last inspection, although records lack some detail, particularly in relation to the hazards within the indoor environment and how they are addressed. The manager has already recognised this and has been pro active in seeking advice from relevant professionals. Record keeping systems are suitably maintained to support children's safety and well being. However, insufficient attention has been given to ensuring that all adopted policies and procedures are clearly specific to the setting.

The nursery works closely with parents in order to meet children's individual needs. Upon admission, parents are asked to complete a form which provides helpful information about children's routines and interests. A daily record sheet is given to parents of the younger children, which supplements the ongoing conversations with key workers. Information about the provision is shared appropriately through the welcome pack and through the use of notice boards and newsletters. Parents are invited to express their views and comments in the suggestions book. Children's development folders are available for parents and a progress report is sometimes issued, although at present, no specific arrangements are made for sharing records on a more regular basis or inviting parents to include their own contributions. However, some positive steps are taken to involve families in their children's learning and build links with home. For example, children take home the nursery teddy and parents are invited to add to the diary, with photographs and notes about what their child and the teddy have been doing during the weekend. Parents speak positively about the provision and feel comfortable to share any concerns. However, the complaints record is not sufficiently well organised to ensure that details of investigations and outcomes are clearly logged, although all related correspondence is kept on file. Satisfactory

partnerships are being developed with other settings to aid the transition process when children move on to school.

Staff and management work together to create a welcoming environment for children, where they begin to feel a sense of belonging. Their individual needs, such as any allergies or specific health issues, are taken into account within daily routines and planning. Staff liaise with other professionals, such as speech and communication therapists, introducing activities and resources to encourage children's language skills. They have recently attended Makaton training and are using picture cards and symbols around the nursery to help children with communication difficulties. Toys, books and play materials are mostly stored on low level shelving to promote independent choice. There are some resources and planned activities to raise children's awareness of the wider world, although resources to help them to understand more about disabilities and the needs of others are more limited.

The nursery demonstrates that it has the capacity and commitment to improve the provision it makes for children. Management took prompt action to address the actions raised at the previous inspection, accessing safeguarding and food hygiene training for relevant staff and amending record keeping systems. In some instances, development work is still ongoing. Self-evaluation systems, for example, are not yet well established, although an action plan has been devised with clear target dates set. Staff have been working closely with early years advisors from the local authority to develop their observation skills and improve planning for individual children's learning.

The quality and standards of the early years provision and outcomes for children

Children arrive happily and become familiar with their environment and with daily routines. They begin to build trusting relationships with the adults who care for them. For example, toddlers who have recently moved on from the baby room are delighted to see their former carers, giving them smiles and cuddles. When numbers are low at the start of the day or during holiday times children may be grouped together for short periods of time. Gradual transitions are planned when children are ready to move on into a new group room. Older children develop confidence in themselves and a sense of responsibility as they take turns to be monitors for the day, helping to set tables and clear away at meal times. Their achievements are recognised through positive comments and stickers. Children are learning how to play cooperatively together and to negotiate fair ways of taking part in activities. For example, two children agree, without any prompting, to put the mixing bowl in the middle, so that they can both stir the 'pumpkin soup' together.

The environment is suitably organised to support children's active learning. For example, there are comfortable book corners and areas for construction and messy play. In some rooms, however, large furniture takes up valuable space which could be used for more creative and imaginative play opportunities. Staff take a themed approach to their planning during the year, incorporating festivals and seasons as

well as themes, such as 'people who help us'. They are also guided by their observations of children as they play, using these to find out more about what individual children are interested in and can do. At times, the planned topic or activity, such as making spiders for Halloween, is given too much emphasis, restricting opportunities for children to explore their own creativity. However, staff are not directive and often use questioning well to extend children's thinking. For example, they ask children to think about what would happen if the pumpkin seeds were planted, or how many trains would be left if some were taken away. Staff have been working hard to develop their systems for observation and planning. They consider the next steps for children and evaluate the activities they have planned. There are tracking records in place to help staff to monitor the progress children are making, but these systems are not yet sufficiently well established to ensure all children are suitably challenged in all areas of their learning.

Children's health and well being are suitably promoted at the setting, where staff follow agreed procedures to keep toys and premises clean and to minimise the risk of infection. Staff use separate face cloths to wipe hands and faces, disinfect the changing mat between uses and remove shoes in the baby room so that floor surfaces are kept clean for crawling babies. Children learn the importance of safe hygiene practice as part of daily hand washing routines. They show a good awareness of safety as they move around their environment and use equipment. For example, they know that they still have to be careful even when using safety knives. Road safety signs are on display and they practise evacuation procedures to ensure they are familiar with what they need to do in an emergency. Children's good health is further promoted through the provision of nourishing meals and snacks, which are freshly prepared on the premises and include fresh fruit and vegetables. Staff talk with children about their likes and dislikes and encourage them to try new tastes. Older children take an active part in some food preparation, such as helping to spread butter on their own sandwiches for tea. Labelled water bottles are set out on a low table for children to help themselves when they are thirsty.

Children have regular opportunities to be outdoors, which helps to keep them fit and well. They develop physical skills and confidence as they steer tricycles and scooters, learning how to balance and pedal. They climb up onto the slide, jump into hoops and spin them around their bodies. Children thoroughly enjoy being active and showing what they can do, although the outdoor spaces are not yet used to their full potential to promote all areas of children's learning. For example, there are missed opportunities to extend children's knowledge and understanding about nature and the world around them. Children have, however, planted sunflowers and made 'cress heads', and there are plans for further development of garden areas. Children's understanding and use of language is nurtured through stories, rhymes and singing. They are introduced to new vocabulary as they talk with staff about which animals come out at night and that these are 'nocturnal'. They chatter with each other as part of role play activities, setting up a mobile phone shop and pretending to be shopkeepers and customers. They practise writing for a purpose as they write a cheque to pay for their purchase. Older children are able to write their names legibly on their art work. Children use number as they play, counting the number of phones they have in their shop and how many trains are on the track. They use construction toys and boxes to make

models and older children have some planned access to computers. Children are interested, eager to learn and are building friendships with each other.

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

The overall effectiveness of the early years provision

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|--|---|
| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 3 |
| The capacity of the provision to maintain continuous improvement | 3 |

The effectiveness of leadership and management of the early years provision

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|--|---|
| How effectively is the Early Years Foundation Stage led and managed? | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| The effectiveness with which the setting deploys resources | 3 |
| The effectiveness with which the setting promotes equality and diversity | 3 |
| The effectiveness of safeguarding | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships | 3 |
| The effectiveness of the setting's engagement with parents and carers | 3 |

The quality of the provision in the Early Years Foundation Stage

| | |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 3 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 3 |
| The extent to which children achieve and enjoy their learning | 3 |
| The extent to which children feel safe | 2 |
| The extent to which children adopt healthy lifestyles | 3 |
| The extent to which children make a positive contribution | 2 |
| The extent to which children develop skills for the future | 3 |

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Annex B: the Childcare Register

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| The provider confirms that the requirements of the compulsory part of the Childcare Register are: | Met |
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| The provider confirms that the requirements of the voluntary part of the Childcare Register are: | Met |
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