

Daisykins Ltd

Inspection report for early years provision

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Inspection date

29/10/2009

Inspector

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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

Daisykins Nursery was registered in 2002 and operates from a large Victorian house situated close to Rugby town centre. The nursery is open from 8.00 am until 6.00 pm five days a week all year round, with the exception of bank holidays. All children share access to an enclosed outdoor play area.

The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 115 children may attend the nursery at any one time. The nursery supports children with special educational needs and/or disabilities and those who use English as an additional language. The nursery provides places for children who are in receipt of funding for nursery education.

There are 20 members of staff, all of whom hold appropriate early years qualifications to at least NVQ Level 2. In addition, two members of staff are employed for domestic duties. The setting receives support from the advisory teacher who is attached to the Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are provided with exceptional levels of care and make significant progress in their learning and development. Practitioners offer a fully inclusive and welcoming service, supporting all children to actively participate in activities which wholeheartedly meet their individual interests and developmental needs. Children are confident, independent and unmistakably enjoy their time at the nursery. The nursery is led by an energetic, highly motivated and extremely enthusiastic management team who embrace the process of self-evaluation and demonstrate a dynamic approach towards continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further ways to share relevant information with other settings to ensure effective continuity and progression towards the early learning goals

The effectiveness of leadership and management of the early years provision

The management team and all practitioners work successfully together as they share a commitment to offering the best possible experiences to children and their families. Children are cared for by practitioners who have completed an extensive range of training to ensure they have substantial knowledge and understanding of

their roles and responsibilities. The management team provide very clear guidance to the staff and a comprehensive range of written policies and procedures are in place to fully support the running of the nursery. Thorough risk assessments of the areas accessed by the children are conducted and robust vetting procedures are in place to ensure that children are cared for by suitable people. All practitioners have an accurate and up-to-date understanding of safeguarding children issues.

The management team strive to improve practice, consistently monitoring and evaluating the quality and standards at the nursery. Regular staff meetings and in-house training sessions provide valuable opportunities for practitioners to share good practice and to identify their training needs, which are prioritised by the manager. Recommendations made at the last inspection have been fully addressed and have had remarkable benefits to children's experiences at the nursery. For example, the premises are extremely well maintained and systems for planning and assessment are successfully and consistently implemented. There is a proactive and shared vision for inclusive practice, ensuring every child can achieve as well as they can regardless of their background. All children are unquestionably included and integrated. Practitioners are dedicated to working with external agencies to support the inclusion of children with special educational needs and/or disabilities. Parents are embraced and have ample opportunities to share what they know about their child. Children's individual identities are nurtured and practitioners are dedicated to adapting the provision to meet the constantly changing needs of the children who attend.

Practitioners demonstrate an exceptional commitment to working in partnership with parents and provide comprehensive opportunities for parents to become involved in the life of the nursery. Parents speak extremely highly of the nursery's approach to sharing their children's experiences and feel very well informed regarding their children's care, learning and development. The nursery dedicates time to getting to know children and their families, fostering strong relationships and helping to ensure that children settle quickly and feel secure. Although practitioners have established links with other early years settings that children attend to ensure continuity of care and effective progression this is not as fully promoted as it could be. The management team employ a whole group approach and all practitioners are enthusiastic and passionate about their roles in raising standards for children. Children benefit from exemplary levels of supervision and individual attention and they blossom at the nursery.

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

Practitioners demonstrate an extraordinary knowledge and understanding of the Early Years Foundation Stage and how to promote children's learning and development. The nursery effectively acquires children's starting points at registration and this enables practitioners to value and build upon their existing skills. Practitioners plan purposeful activities, which reflect a range of learning opportunities, covering all six areas of learning. Children benefit from a balance of adult-led and child-initiated activities and the routine is flexible to allow them to pursue their own interests. Children are motivated and interested to learn. The

ongoing two-way exchange of information between nursery and home has a positive impact upon children's welfare. Parents and carers are welcomed into the nursery by extremely friendly, approachable adults and information is shared readily on a daily basis.

Practitioners are highly intuitive of children's individual learning needs and routinely undertake sensitive observational assessment to identify children's learning priorities. As a result, all learning experiences are relevant and match children's stages of development. Practitioners demonstrate a positive approach to supporting children's learning needs and to enriching the quality of education provided. There are lots of opportunities for children to play alongside each other and practitioners introduce situations to encourage turn taking and sharing of resources for example during cooking. Children work alongside their peers, interacting with each other, building social skills and developing skills of independence. They gain knowledge of numeracy as they measure ingredients and learn about the order they are added to the bowl. They understand about personal hygiene as they wash their hands prior to handling food. Children's communication is enhanced as they listen to and follow simple instructions and request for help and support from their peers and practitioners. In addition, practitioners make excellent use of incidental opportunities to develop children's natural curiosity. For example, helping children to create a wormery after they become fascinated with worms in the digging area and encouraging them to view spiders through magnifying glasses before drawing them.

Children flourish as practitioners spend the majority of their time at their level, interacting with them. Practitioners are skilled at asking questions to develop children's thinking and to consolidate their learning. Children are able to make choices and can easily access an extensive range of resources and equipment. A resourceful and inviting ICT suite is available and children explore technology and interactive light and sound materials. Children excitedly direct robots around the room, are keen to learn and interested in finding out for themselves. Children's progress is carefully tracked with the use of 'learning journeys' and practitioners are competent at using observations and assessments. Practitioners are very sensitive and knowledgeable and the support children receive is personalised to meet their individual needs. The nursery's ethos and policy is inclusive and all children belong and feel part of the group.

The learning environment is bright, welcoming and child friendly, affording children plenty of space to explore. Older children have free-flow access to toilet facilities which fosters their ability to manage their personal care needs. Children develop an understanding of how to stay safe as practitioners use outings as a valuable opportunity to discuss road safety and children routinely learn about health and safety through activities and daily routines, for example, stories, songs and poems which help children learn about who they can trust. The premises are extremely clean and hygienic and the nursery fully promotes healthy eating by providing all children with a well-balanced range of tasty, nutritious food. An inspiring, interactive fruit and vegetable display helps children to understand what they are eating and gives healthy eating more of a focus. The rich, varied environment fully supports children's development in all areas and consequently children thrive.

Practitioners use positive strategies to help children to observe good social skills, behave well and respect each other. Children are offered praise, encouragement and rewards and practitioners understand that this helps to foster their confidence. Children develop a strong understanding of diversity as practitioners encourage positive, open discussion about people's similarities and differences. Children have ample opportunities to become independent and to make choices, for example, by selecting what they would like to eat and pouring themselves drinks. In addition, children are given regular responsibilities throughout the session, including clearing away after eating and stacking their bowls and cups ready for washing. Children happily tidy away their toys, wash their hands when asked and readily follow instructions. Children respond very well to the simple routine which gives pattern to their daily lives.

Learning is unmistakably fun. Babies and young children adore messy play and experiment with jelly, chocolate and custard. They develop and explore their senses in exciting ways and use their whole bodies to interact with the different materials. Children take pleasure in dance and movement sessions and they experiment with a wide range of musical instruments and sing along with an African drummer who visits the nursery. Outdoors, children sit on logs in the wooded area and observe nature and take photographs of the world around them. Children thoroughly enjoy using the 'Daisy Tumble' room which features a slide, ball pit, ball blower and challenging multi-level courses. The room is vibrant and full of soft play shapes, different coloured balls, mirrors and climbing apparatus. This adds a new dimension to physical play and children eagerly extend their skills. Children are showered with praise and encouragement and practitioners skilfully engage with them and increase their motivation. Practitioners plan and resource a challenging environment where children's play is constantly supported and extended. Children become absorbed in the activities on offer and are involved in active learning for extended periods of time. They gain a prolific sense of satisfaction from their explorations and investigations.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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