

Daisy Chains

Inspection report for early years provision

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Inspector

Paula Fretwell

Setting address

Henderson Avenue Children's Centre, Henderson Avenue,
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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 Chains has been registered since 2009 and is run by North Lincolnshire Council. It is situated within Henderson Avenue Children's Centre, on the outskirts of Scunthorpe city centre. The setting is registered on the Early Years Register to care for no more than 39 children and there are currently 73 children on roll. The setting is also registered on the compulsory and voluntary parts of the Childcare Register. Care is provided in two play rooms and there is secure space outdoors for play. A total of 10 staff care for the children, all of whom have an early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a friendly, welcoming environment in which their welfare, learning and development needs are well met. Staff work together to care for each child, communicating well with each other and with parents on a daily basis to share general information about the children. Space indoors is used effectively to meet the children's needs and good quality resources enable children to make effective progress in the Early Years Foundation Stage. Systems, such as policies and procedures, mostly support staff in their role. Managers and staff are aware of the setting's strengths and areas to develop, and they all contribute to evaluating and monitoring 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:

- develop the planning and provision of experiences delivered through outdoor as well as indoor play
- further develop links with parents to enable them to contribute information about their children's progress and achievements
- continue to review and update policies and procedures for the efficient management of the setting.

The effectiveness of leadership and management of the early years provision

Staff have a very clear understanding of their responsibilities to ensure children are safeguarded. They know the procedure to follow should they have a concern about children's welfare or safety. Recruitment procedures are robust and staff are vetted to ensure they are suitable to work with children. Staff have a clear understanding of the line management structure within the setting and they know how to seek advice and guidance in their roles. The environment in which children are cared for is safe and supportive; risk assessments and daily checklists identify any hazards, and staff ensure the children are always closely supervised. Space is

mostly used well to meet the children's needs, although play in the outdoor area is not fully planned for to maximise opportunities for children's physical development and good health. Planning of activities is in place for groups of children and key staff understand each child's individual learning needs. The setting promotes equality and diversity; practice is inclusive and staff ensure all children are involved. Toys and resources are of high quality and readily accessible throughout the setting to support children's learning and development.

All required documentation is in place and filed securely. Policies and procedures that underpin the practice are in place but have not been recently revised. Staff make parents very welcome and parents are very happy with the service and the quality of care their children receive. Notice boards provide relevant information to parents, such as weekly menus and plans of activities. Developmental files are maintained for each child with photographs and examples of what they have been doing. Parents are welcome to view these at any time, although they do not yet contribute to them. Children proudly show off their own files and enjoy looking at the photographs of what they have been doing. Staff understand each child's developmental needs and they demonstrate the importance of assigning a key person to each child. Staff work with other professionals to ensure that the needs of individual children are met. For example, very good links with the nursery class teaching staff ensure children's transition is smooth and that accurate developmental information is shared to enable continuity in their progress.

There is a clear commitment to improving outcomes for children and plans for the future are well targeted. For example, the outdoor areas are designated for improvement and further resources are being considered. Self-evaluation is undertaken by managers and staff who all have opportunities to discuss and diagnose the strengths and weaknesses of the provision. Monthly staff meetings enable the staff to share their points of view about the quality of the setting.

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

An interesting, well equipped and welcoming environment along with good relationships between staff and children, ensures children's welfare, learning and development requirements are met. Staff understand the 'Every Child Matters' outcomes for children, and they provide many opportunities for children to learn through play within the Early Years Foundation Stage. Children are confident and assertive and staff interact positively to extend their learning and development in all areas. Children under two and a half years of age enjoy close contact with staff who respond sensitively to meet their needs. Good opportunities are made for one-to-one attention, cuddles and conversation within secure routines that children know. The youngest children show confidence in exploring their surroundings and staff respond well to their curiosity, such as by bringing trays of snow inside for them to play with. Staff facilitate children's play based on observations of what they enjoy and can do. Where children are settling in, or unsettled after a long break, staff are sensitive and reassuring, providing familiar objects and close contact to help them feel secure. The oldest children in the setting enjoy free play and they help themselves to their own resources, showing independence in their

routines. They chatter easily with their peers and with staff, and where children speak English as an additional language, staff use key words that they understand while they develop their competency in English. Children thoroughly enjoy looking at books and they sit comfortably with staff to enjoy stories. They see text in English and in other languages, such as in the 'welcome' signs. They freely engage in creative activities, such as making collage faces, and staff develop this through enabling them to see their own faces in the mirror. Staff enjoy their work with the children and actively listen to what children say and show them.

Children's dietary needs are well met because all staff understand their individual requirements and preferences. The main meal is provided by the school and brought to the children. Children's independence at snack time is promoted very well. For example, older children use the snack bar with confidence, selecting their colour choice of plate and cup and deciding what to eat and drink. They make healthy choices, such as fruit and breadsticks and pour milk or water. Hygiene practices are consistently good and children are encouraged to be aware of their own personal needs, such as for nappy changes and hand washing.

Staff use effective and positive strategies to encourage children to behave well, depending upon their understanding. Children are encouraged to share and consider each others feelings, and staff are consistent in their approach. Praise and encouragement is meaningfully given to all children, and they respond happily to this. Children's independence and self-reliance is promoted very well and staff provide many opportunities for them to refine what they have learned, equipping them with skills for the future.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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