

Daisy Chain Nursery Ltd

Inspection report for early years provision

Unique reference number 302026
Inspection date 18/05/2010
Inspector Melissa Louise Patel

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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 Nursery Limited opened in 1997. It operates from five playrooms in a large converted detached house in the Heaton area of Bradford. The setting serves families from the local vicinity and surrounding areas. There are two safe, enclosed, outdoor play areas - one for babies under two years of age and another for the children over two years of age. There is also a sensory garden which includes planting and growing opportunities.

The setting is registered by Ofsted to care for children on the Early Years Register and the Childcare Register. The setting may care for 54 children, all of whom can be in the early years age range. There are currently 81 children on roll in the early years age range, attending on a full and part time basis. This includes 41 children aged between three and four years of age who receive funding for nursery education. Children attend for a variety of sessions throughout the week. The setting has systems in place to support children with learning difficulties and disabilities. The setting opens five days a week throughout the year between the hours of 8am and 5.45pm.

There are 16 members of staff employed to work with the children, including the managers of the setting. There are 12 staff that have appropriate early years qualifications to level 3 or equivalent, and two staff that are qualified to level 2 and working towards a level 3 qualification. There are two staff members who hold a level 4 in management, and three staff who hold a level 3 in management. One staff member holds an early years qualification to level 4 and the owner of the nursery holds a BA Early Childhood Studies degree. The setting receives support from an advisory teacher from the Early Years Development and Childcare Partnership. The setting is a member of the National Day Nursery Association and is quality assured through the scheme Quality Counts.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The Early Years Foundation Stage is met extremely well overall. Children's individual needs are met highly effectively through excellent planning and review systems to support all children in the setting. This ensures children progress effectively with their learning, and in some areas of learning their progress is excellent. Children are safe and they have fun experiencing interesting activities indoors and outdoors that keep them fully motivated. Partnership working with parents and other early years professionals is effective overall in supporting children. The monitoring systems for the setting are excellent, resulting in successful ongoing continuous improvement. This promotes highly positive outcomes for children.

What steps need to be taken to improve provision further?

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

- further extend partnerships with other settings where children also attend to complement the children's learning priorities
- further extend opportunities for children to view varied language text and symbols, to support their understanding regarding diversity, and to further support children who have knowledge of languages other than English.

The effectiveness of leadership and management of the early years provision

The setting is organised highly effectively to ensure that the children are safeguarded very well. For example, the staff supervise children vigilantly, and the systems to support staff's suitability to work with children are very good. Robust risk assessments minimise risks to children as they explore the environment. Systems to support children's good health are excellent, promoting their well-being. Staff are deployed highly effectively in the setting to promote children's development and welfare. The organisation of space and the arrangement of resources in all play rooms in the setting, is extremely effective in supporting children's welfare and learning. High priority is given to promoting equality and diversity. For example, systems are in place to help narrow the achievement gap so all children progress effectively overall. This is because the setting takes account of children's individual needs and works in partnership with parents and other agencies to support children.

Systems in place for monitoring and evaluating the setting are extremely effective. The setting's management and staff demonstrate an excellent commitment to continuously promoting high standards for children. They scrutinise the Early Years Foundation Stage framework to ensure that the outcomes for children are extremely positive. They recognise the importance of partnership working to help identify areas to develop, and they put systems in place to ensure that any gaps in children's learning are filled successfully overall. This impacts exceptionally well on the setting's ability to maintain ongoing continuous improvement. Since the last inspection the setting has implemented many highly positive improvements for children. For example, all children can now access good quality books freely. Children and babies can view low level signs and symbols to support their very early reading skills and help them start to make sense of the world. Systems in place to support babies' communication skills have improved very well. Confidentiality with regard to the storage of children's individual progress records has improved effectively, and a new outdoor play house has been obtained, improving safety to children. In addition, many staff have updated their training qualifications, using the knowledge gained to exceptionally improve the outcomes for children.

The setting works closely with parents, ensuring appropriate dialogue is shared to help support children's learning and welfare. For example, parents are kept well-informed regarding the activities children participate in during the day and if they have slept and eaten well. Parents are welcomed into the setting. They access

profuse amounts of information on notice boards such as dialogue that promotes the excellent commitment the setting has towards equality and diversity. There is information on who the key workers are for individual children, and parents' views are sought through questionnaires to support the setting's evaluation systems. The setting has established effective links with other early years professionals and settings where several children also attend, to support their transition between settings and their overall development well. However, systems are not yet fully maximised to complement what children learn at the other settings and, therefore, further extend their learning.

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

Children receive varied and interesting opportunities to help them progress towards the early learning goals effectively, and exceptionally in some aspects, because staff have a strong level of understanding of how to help children learn through play. For example, through observing children and taking account of their individual interests, plans are made across all the areas of learning to help children progress, and their development is tracked extremely well. Children develop highly effectively in developing skills for the future. For example, they show great curiosity in the environment. They freely and excitedly communicate as they explore the robust toy cement mixer outdoors and are animated as they explain how it works as they dig the sand into the machinery. Babies are beginning to develop an excellent variety of early skills through exploring their surroundings with great interest. For example, they are highly motivated to learn during an activity outdoors. They explore the coloured water in the bottle, moving it from side to side. Indoors, they enjoy exploring the different textures of materials. Babies are starting to learn communication and very early literacy skills extremely well, through various activities and routines such as singing. During a group activity they are learning to recognise the other babies in the setting through looking at their photographs. They are encouraged highly effectively by staff to join in. They attempt to say the babies' names, clapping together as they make good attempts to recall the babies in the pictures.

Children's understanding of information technology is developing extremely well. For example, children can operate the mouse and respond to the questions on the computer. They take photographs of each other and can use the printer. Babies can press buttons and work out how to use toys that make sounds, learning how to solve problems very well. Children develop creative skills effectively through using a variety of media, such as paint, glue and materials. They can build and construct and use their imagination as they pretend to phone home.

Children are learning to stay safe exceptionally well. For example, young babies are starting to learn how to keep themselves safe as they receive excellent support from the staff as they go down the stairs to play outdoors. They are also learning independence skills very well as they do so. Children practice the fire evacuation procedure regularly and they are learning how to handle resources safely. All children and babies respond positively in the environment, smiling frequently and happily responding to staff requests with enthusiasm, such as to help tidy up and

to find the letter for their name. The children are supported very well by staff who encourage them to make letter sounds in a fun group activity. The children receive praise and reassurance from staff as they repeat the sounds and as they recognise the sound of the letter for their name. This supports their self-esteem and confidence exceedingly well.

The staff give high regard to children's health through regular hand-washing routines. Children enjoy regular fun activities, such as singing rhymes to promote teeth cleaning, and they do clean their teeth at the setting. In addition, staff follow vigilant hygiene routines for cleanliness and controlling infections. Free access to drinking water is clearly evident, supporting children's welfare very well. The food is balanced and nutritious and takes account of children's individuality. Children are also developing an excellent understanding of the importance of living a healthy lifestyle outdoors. For example, all children and babies use the sensory garden where they enjoy exploring different textures, listening to sounds and planting various foods, such as tomatoes.

Children are cared for in an extremely inclusive environment. For example, the individual needs of each child are given utmost priority through ensuring that activities reflect various aspects of children's lifestyles, for example, through celebrating varied festivals and including photographs of their family members within the play-rooms. This supports children's connections to their home life, and helps all children start to learn very well about diversity. There is some varied language text, such as the welcome posters and books within the environment, to support children who have knowledge of different languages other than English. However, signs, symbols and varied language text is not fully maximised in the setting.

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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	2
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