

Daisychain Nursery

Inspection report for early years provision

Unique reference number

EY400953

Inspection date

24/06/2010

Inspector

Deborah Jane Starr

Setting address

at 1 Clifton Park, BRISTOL, BS8 3BS

Telephone number

01179706808

Email

samanthapacker@daisychainbristol.com

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Daisychain Nursery is one of three nurseries run by the same management group. It was registered in 2010 and operates from a large converted house in Clifton, Bristol. Children have access to an enclosed outdoor play area. The nursery is open each weekday from 8.00 am to 6.00 pm all year round except Bank Holidays. The nursery is registered on the Early Years Register and a maximum of 160 children may attend the nursery at any one time. There are currently 57 children aged from birth to under five years on roll, with children attending at different times during the week. The nursery supports children who speak English as an additional language. The nursery receives funding for the provision of free early education to children aged three and four years. The nursery employs nine staff who work directly with children; of these seven hold appropriate early years qualifications to at least level two. There are three qualified teachers.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff's knowledge and awareness of children's individual needs, enables them to support their welfare and development generally well. Children make sound progress in their learning and development, however, systems of assessment are not sufficiently well developed. Overall, required documentation is appropriate and most statutory requirements are met; there is a breach of one statutory requirement. Staff build good relationships with parents and ensure through the regular exchange of information that most children's individual needs are well supported. Links with other providers are not sufficiently well established. The recently registered nursery demonstrates commitment to improvement through reflective practice and the involvement of parents, children and local authority advisors. This process, however, is in its infancy and not yet fully effective. Consequently, the impact upon improved outcomes for children is not yet well demonstrated.

What steps need to be taken to improve provision further?

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

- ensure there is a named deputy who is able to be in charge in the absence of the manager (Suitable people) 23/07/2010

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

- ensure that all procedures that safeguard children and promote their welfare are followed; for example, security on the main door and the wearing of shoes in the baby room

- develop assessment arrangements to ensure starting points and capabilities are clear as to what children know and can do and that observations and assessments are clearly evaluated so as to plan effectively for children's next steps in learning
- develop effective partnerships with other early years providers to ensure continuity in children's care learning and development
- value linguistic diversity and provide opportunities for children to develop and use their home language in their play and learning.

The effectiveness of leadership and management of the early years provision

Children are safeguarded appropriately overall. Staff have a secure knowledge and understanding of issues and concerns with regard to child protection and subsequent reporting procedures in the event of a concern about a member of staff. Recruitment procedures are rigorous to ensure that staff working with children are suitable to do so. A named deputy who is able to be in charge in the absence of the manager is not in place. This is a breach of the statutory requirements. Appropriate documentation is in place and all required records are well maintained and shared with parents. For example, there is a secure procedure to record when medication is administered to children. Staff regularly conduct and review risk assessments for all aspects of the nursery. However, staff are not vigilant at all times as sufficient attention is not given to unknown person's entering the premises. Procedures that minimise the risk of cross contamination in the baby room through the wearing of footwear from outside are not consistently applied and followed. Consequently, all aspects of children's welfare are not fully safeguarded and promoted at all times. Ongoing review of the nursery environment by staff and management ensure children of all ages easily access an interesting range of high quality, well organised toys and equipment that support their play and learning both inside and outside.

Good partnerships are established with parents who are appreciative of the care given and progress that their children make. Overall, children's needs are identified and supported, however, although children's cultural diversity is acknowledged it is not yet fully embraced for all children who attend and opportunities for children to develop and use their home language in their play and learning are limited. Parents are well informed of the nursery's working practices through clear written documentation, displays illustrating how children learn and well considered opportunities to involve all the family through specific activity days. Parents develop positive relationships with their child's key worker and are encouraged to play an active part in their child's ongoing learning. Effective links to ensure continuity in children's care, learning and development are established with other caring agencies. However, this has not yet been extended to include other early years providers.

The management team and staff of the recently opened nursery have started to reflect upon their practice through self-evaluation that takes account of the views of parents, carers, staff and children. Discussion with local authority early years consultants, use of quality assurance documentation such as, the Bristol Standard

and parental questionnaires support this process. For example, an additional gate has been put into place to further improve security to the road from the outside play area and parents attended a nursery food tasting session. The management team demonstrate a clear commitment to their continuous improvement and have a clear vision for future improvements. However, the impact of this on the outcomes for children is not yet well demonstrated.

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

Children are sensitively supported by staff when settling into the nursery. Children's routines are consistent with home; enabling them to feel secure and they form strong attachments to staff. Young children's sense of belonging is supported through easily accessible photographs of themselves that they take pleasure in looking at. Children make satisfactory progress overall in their learning and development. Discussion and information gained from parents about their children when they first start gives a good overview. However, does not sufficiently focus on children's development and therefore does not fully contribute to the initial assessment process. Staff have a sound understanding of how children learn and develop through activities and resources that reflect their interests. For example, young children explore and investigate resources that stimulate their sense of sound. The inviting resources engage children by offering a variety of sounds that encourage children to imitate them, thus promoting their development of early language. Staff regularly observe what children know and do, take account of their interests both within the nursery and at home and link their observations to the six areas of development. However, staff do not use this assessment to effectively evaluate children's achievements so as to clearly identify their individual next steps in learning. Consequently, activities are not yet effective in reflecting and supporting children's next steps through well considered suitable challenges. For example, young children's interest in placing objects into containers and their developing problem solving skills and spatial awareness is not supported through appropriately identified next steps.

Older children listen intently to a familiar story, they show interest and are encouraged to link sounds and objects, and to recognise animals through description. Children enjoy choosing songs to sing such as, 'The wheels on the bus' and join in using self selected instruments and combining familiar hand and arm movements. Children are supported well to develop an awareness of a healthy lifestyle. All children enjoy regular access to the outside area and opportunities to choose resources that reflect the whole of the curriculum. Children gain confidence as they develop their ability to pedal and manoeuvre interesting vehicles in the outside area; whilst also climbing uneven surfaces and balancing on moving beams with the support of staff. Children of all ages enjoy water play and gain a sense of volume and size as they fill and empty containers. Children learn about change and growth as they care and tend for vegetables that they will eat when ready. Children develop independence and self care skills as they spontaneously drink from their individual drinking cups both inside and outside. Children are supported from a young age to develop positive relationships with others through a consistent approach by staff to unacceptable behaviour, an awareness of others

feelings, the sharing of resources and encouragement to tidy items away after use. Consequently children develop 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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

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	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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