

# Daffodils

Inspection report for early years provision

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**Unique reference number**

EY408250

**Inspection date**

25/05/2010

**Inspector**

Mauvene Burke

**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*.

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## Description of the setting

Daffodils Day Nursery was re-registered in 2010 as a limited company. The nursery is one of two nurseries privately owned. The nursery operates from a two storey house in a residential road in Norbury, within the London borough of Croydon. There is a fully enclosed area for outdoor play.

The nursery is registered on the Early Years Register to provide a maximum of 24 places for children in the early years age group. There are currently 28 children on roll. The nursery is open five days a week all year round and sessions are from 8.00a.m to 6.00p.m. Children attend for a variety of sessions.

There are seven staff who work with the children. Of these, all have relevant qualifications and one is working towards a higher qualification. The setting receives support from the local authority through an early years advisor.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a caring and welcoming environment. They take part in a varied range of activities that support them in making progress towards most of the early learning goals. The setting promotes inclusion and is generally organised effectively. Partnership with parents and carers is good and information is exchanged with parents to promote continuity in children's care. The provision demonstrates very well that they are able to maintain continuous improvement effectively as they continually review their practice in order to benefit the children. The setting is led and managed well and provide consistency and stability for the staff team.

## What steps need to be taken to improve provision further?

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

- carry out a risk assessment for each type of outing and review it before embarking on each specific outing (Safeguarding and promoting children's welfare) 10/06/2010

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

- develop a regular two-way flow of information with providers regarding children's achievements and progress
- ensure that activities planned during free-play are geared towards meeting the needs of the individual child's taking into account their age and stage of development
- develop the opportunities for children to develop their language for

communication and their pre-writing skills.

## **The effectiveness of leadership and management of the early years provision**

Overall, the setting is organised well. There is a hardy relationship between the manager and her staff team. They work well together and are clear about their roles and responsibilities within the setting. Robust systems are in place for staff recruitment and vetting thus ensuring that children's welfare is safeguarded. Staff have appraisals and are encouraged to attend training to enhance their skills and to improve the outcomes for children. Ratio's are exceptionally high, especially within the baby room which allows an almost one to one adult: child ratio. Children are effectively safeguarded through staff knowledge and understanding of required procedures for child protection should any concern arise. Required policies, procedures and records are in place and are up-dated to reflect the day-to-day practice and contribute to the children's well-being. Risk assessments are carried out and reviewed as required, however, daily assessments are not always thorough enough to ensure that all hazards are identified, for example, uncovered low level sockets are not always covered. Although there is a detailed outings policy and procedures in place, the setting does not carry out a risk assessment before embarking on each new outing. This is a specific requirement of the Early Years Foundation Stage.

The setting has a strong commitment towards continuous improvement, which is shown through the start of the self assessment process and the meeting of actions and recommendations raised from the previous inspection. All of which have been satisfactorily met. The manager works in an extremely co-operative way with staff and parents to ensure that their views are taken into consideration for the future improvement of the setting. Staff attend regular team meetings, where they have opportunities to discuss issues that have arisen although matters that may arise during the course of the day are swiftly dealt with. Resources at the setting are ample and in good condition and most are easily accessible to the children. The manager encourages staff to use their own initiative in suggesting the purchasing of new equipment they have identified in order to aid children's learning and development. The manager has a clear vision for the setting. The development of the waste land at the back of the well preserved garden has been identified for future improvement. This area will be a 'Discovery' garden and the setting are currently working in partnership with the early years team within the local authority regarding the development of the baby room.

The setting is able to fully support children with special educational needs and for those whom English is an additional language. Good links are made with external agencies to ensure that the child's specific individual needs are highlighted and met by the staffing team. Children's understanding of other cultures is predominately promoted through activities and resources that reflect positive images. The setting's equality and inclusion policies and procedures are effective. All children receive a warm welcome and relationships with adults are secure. All of the required information in respect of children's details is gathered and this helps to ensure each child's needs are met.

The partnership with parents and carers is good. Parents have access to an abundance of well presented information about the Early Years Foundation Stage, through notice boards, newsletters and through having a recently organised consultation evening. The manager particularly identifies the partnership with parents as one of the settings strengths. Parents have recently responded to a questionnaire sent out by the setting. The overall response is very positive. Parents comment that the staff are friendly and that the atmosphere is warm and friendly. They consider that the staff know their children very well and that their children like being at the setting. Staff share information verbally with parents about their child's day, however, the setting has yet to develop an effective system where information about children's achievements and progress can be shared with parents so that they can contribute to their learning.

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

Children arrive and settle into this welcoming environment very quickly. Overall, the learning programme is organised well and provides a good base for children to gain skills they need to secure their future learning. However, as the older children are currently all grouped together activities planned during free-play periods are either too challenging for some children or not challenging enough for others. As a result, during activities such as story time, some children become restless and they are unable to participate in the learning of new songs.

Staff observations of the children now identify the next steps for children's learning; are linked to the children's interests and informs the settings plans for future activities. Children become interested and involved in their play, such as the corn flour activity when they look in amazement as the sometimes thick and sticky corn flour falls through the adult's fingers and watch intently as the mixture changes shape in the tray. They are discovering texture and shapes through exploration of the treasure basket. Older children are developing their independence through selecting resources, helping themselves to food and drink and pouring their own drink. Through the encouragement and praise from staff, children are becoming confident learners. Babies have formed good relationships with adults and cuddle up to them with ease thus providing them with a good level of security.

There are not enough opportunities for children to practise their pre-writing skills. Mark making equipment is not easily accessible making it difficult for children to write for a purpose in a spontaneous manner. Children enjoy listening to stories, and those who can, join in with those that are familiar to them. Children do not speak confidently in groups and do not hold lengthy conversations, nonetheless, on a one to one basis show much more confidence. Some of the older children can recognise their names through the introduction of name cards. Children are learning about the world they live in through the celebration of festivals of their own and others culture and have opportunities to learn about information technology through the use of the computer, calculators and telephones. Older children are able to negotiate the mouse and are able to start and end

programmes.

Children's good health is mainly promoted because relevant procedures are effectively implemented, for instance, the procedures for the administration of medication and good nappy changing procedures. Children demonstrate an understanding of maintaining their personal hygiene by washing hands before eating and after using the bathroom. Some do so under supervision and others manage this without help. Children are learning about the importance of keeping themselves and others safe through practicing the emergency evacuation drills and picking up toys of the floor that are in the way of other people. On the whole, children's behaviour is good. They co-operate well with staff and work amicably with their peers often helping each other to put on their aprons and waiting their turn on the computer. Children are regularly reminded about being nice to each other but are not always given a reason as to why they should behave well. Children are learning about the importance of adopting healthy lifestyles. They have healthy snacks which include fresh fruit and lunches which are nutritious and well balanced. They have access to fresh air on a daily basis and have regular exercise through running and climbing activities. Children are developing future skills both in their lifestyles and in their learning.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
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	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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