



Daisies Day Nursery

Inspection report for early years provision

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| Unique Reference Number | EY308627 |
| Inspection date | 23 January 2006 |
| Inspector | Carys Millican |

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| Setting Address | Rannoch House, 16 Crescent Green, Kendal, Cumbria, LA9 6DR |
| Telephone number | 01539 739183 |
| E-mail | |
| Registered person | Susan Ann Barnes |
| Type of inspection | Integrated |
| Type of care | Full day care |

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Daisies Day Nursery is one of two privately owned nurseries. It opened in 2005 and operates from one room in a single story building on a housing estate, in Kendal, Cumbria. A maximum of 24 children may attend the setting at any one time. The setting is open each weekday from 08.00 to 17.30 for 51 weeks of the year. Children have access to an enclosed outdoor play area.

There are currently 29 children aged from 3 to under 5 years on roll and of these 28

receive funding for nursery education. Children attend from a wide catchment area. The setting supports children with special needs.

The setting employs 5 staff. All of the staff, including the manager hold appropriate early years qualifications. The nursery is a member of the National Day Nurseries Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is generally promoted by staff who have a sound knowledge of the setting's health and hygiene procedures. They begin to learn simple hygiene practices following gentle reminders from staff; for example using the soap to wash their hands before eating and after using the toilet. However, some hygiene practices are not consistently managed. Children do not always flush the toilets after using them and are not reminded to do so by staff. Children's health is generally promoted by staff taking appropriate steps to prevent the potential risk of infection by following the sick children's policy. Suitable health and hygiene routines are followed by staff as they wipe down the tables before snack and meal times.

Children learn about healthy eating and are beginning to understand the importance of a balanced diet. They are provided with a selection of healthy snacks and a variety of home made meals. Learning opportunities are planned to help promote children's knowledge and understanding of a balanced diet and healthy eating. Children, for example meet the dental health nurse and the greengrocer with his van of fruit and vegetables. They enjoy singing the 'please and thank you' song before eating and good manners are encouraged by staff. Children hand out the plates at snack time and choose where to sit. However, their independence at mealtimes is not fully encouraged since appropriate cutlery is not always provided to enable children to cut up their food. Drinks are poured for them and they only have the opportunity to help themselves if they want more. Children's feeder cups and fresh drinking water are readily available for children to access at all times. Their dietary needs are met as staff follow children's individual needs, routines and parental wishes closely.

Children enjoy a wide range of physical activities which contributes to their good health and all round development. They have many opportunities to be active in the outside play area and develop good physical skills, body coordination and control through the suitably planned activities. Children enthusiastically play group games. They follow instructions to lift and lower the parachute and make the balls jump up and down on the colours, and then take turns running underneath it. Children develop their balancing skills by using the thin beams and the milk crates to walk on. Their small motor skills are developed through fun activities such as teaming up with a staff member to play tennis or play catch with the Velcro pads and ball. Children enjoy a game of skittles rolling the ball to knock them down then standing them up again. They play hopscotch throwing a bean bag onto the numbers as staff encourage them to hop or jump to the number it lands on. Children use the bikes indoors and outdoors as they learn about road safety and create a garage and car

wash during their play. Indoors the children listen to the 'Sticky Kids' tape. They begin to recognise parts of the body and how they work. They gain good control of their body movements and have fun as they move fast or slow, stopping and starting in response to simple instructions. They begin to understand when they need a rest and sit quietly in the quiet area to read a book or listen to a story.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm, welcoming and well-maintained environment. They confidently move around the spacious room and help themselves to a range of easily accessible, age appropriate resources and activities. Children make choices and decisions about their play within the activities planned and resources provided for them. They develop a sense of belonging. Craft work and photographs are creatively displayed all around the room, including the ceiling, which show children at play and activities following the topics already completed by them. Children enjoy and benefit from the wide selection of equipment, resources and toys that support the planned activities both inside and outdoors. These resources are listed on the planning for the week and changed following the topic or theme. Children access the text labels to recognise what is in the containers and drawers such as in the mark making and mathematical areas. They choose a book to read and relax in comfort on the cosy cushions and sofa.

Children are kept safe and secure when playing inside and outdoors. Risks of accidental injury to children are minimised because staff use detailed risk assessments to reduce potential hazards. Children are kept safe from harm by the installation of a spy hole in the door and the intercom system in operation. They cannot leave the premises unsupervised and there is no unauthorised access to children. Children are protected by the health and safety practices and procedures staff follow to help prevent accidents, for example, staff wipe up spills in the wet area to prevent accidents and check the equipment for loose or broken parts. Children begin to learn about what is dangerous and how to keep themselves safe. Visits from the local police are beneficial in raising children's awareness of 'Stranger danger'. Children are able to explain simple fire safety practices, for example, not to play with matches. They spontaneously sing an associated rhyme that they learnt after the visit of the fire fighter.

Children are protected by staff who have a good knowledge and understanding of child protection policies and procedures. These are shared with parents. Children are kept safe and secure by staff. They make sure that only named persons collect children and tight security is in place at all times. Children's safety and well being is enhanced by the staff's good commitment in undertaking additional training.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and contented. They settle well and enjoy their time spent at the

nursery. They are enthusiastic and self-assured in their play. Children help themselves to the range of activities and resources available, which generally support their development and learning. Children make positive relationships with adults and other children. They enjoy group activities, for example, children and staff stand in a circle and sing action songs and move to the Sticky Kids music tape. They listen attentively to instructions and understand the routine. When children hear a particular tune played on the tape recorder they all help tidy away the toys before sitting on the carpet in the quiet area. Children begin to develop self-esteem through the constant praise received from adults throughout the day. For example, staff praise children as they share the play dough with others during table top activity. Most independence skills are developing as they try to put on their coats and manage zip fastenings, although there are insufficient opportunities at snack times for developing their self help skills.

Children enjoy a range of indoor and outdoor activities. This is as a result of staff's attention to planning which is clearly displayed showing the focussed and free play activities for the day. Children with special needs have Individual Education plans which identify their development and areas to develop; however, no written direction or instruction to differentiate between ability and age is included in the planning. Staff hold meetings to discuss development and planning and staff bring ideas which are then used to plan activities within that topic. Planning is adult directed and not to aid particular developmental needs. Children eagerly join in the interesting and stimulating activities provided and their concentration levels are maintained. They enjoy a range of physical play activities, for example, they play parachute games as a group and then use small equipment such as bats and balls, skittles and balance on beams.

Children benefit from close and caring relationships with staff which increases children's sense of trust and helps them develop a strong sense of self. Adult-child interactions are supportive of communication skills and generally extend experiences. Children relate well to each other and socialise well, building up good relationships with staff and other children. They begin to distinguish between right and wrong as they learn to take turns and share resources. A balance between adult and child-led activities allows children to make choices and decisions and acquire new skills.

Nursery Education

The quality of teaching and learning is satisfactory. Children make satisfactory progress towards the early learning goals. Staff extend children's learning in most areas and provide sufficient challenge in most activities and at group times; however extending children's learning of mathematical experiences in practical everyday activities is limited. Children's learning needs are understood by the manager as she has a sound knowledge of the Foundation Stage. Although staff meet regularly at planning meetings to bring together ideas and suggestions for an agreed topic, they have little input, they are not fully secure in their knowledge of how the planning works. Children's learning experiences are planned for, observations made and their achievements and the stepping stones towards the early learning goals are recorded; however the planning is not informed by what each child needs to learn next or has already achieved using such observations. Observation and assessment of children with special needs is good. Generally staff are aware of the stepping stones and

areas of learning; however, they are not consistent in their teaching practice.

Children access a range of free choice in areas such as the role-play area, wet area, and mark-making table, however use of the computer is restricted and most resources for ICT are not readily accessible. Their learning from the focussed activities, such as looking at 3D aeroplanes and making hot air balloons is generally extended. Most children are able to explain how the balloons work and describe them in detail. They develop hand-eye co-ordination as they try to draw the aeroplane looking at a 3D model and can form recognisable letters as they write their name using their name cards. Children chat confidently using a wide range of language, vocabulary and sentence construction when interacted with, and their thinking and recall skills are generally promoted at story time.

Children are well behaved and begin to show an understanding of right and wrong as they interact together in their play. They learn how to share with each other as the staff skilfully encourage their understanding of respecting each other's needs. Children interact well with each other and listen to one another during group activities. Children readily seek out each other to share experiences and play harmoniously together. They use their imagination as they use construction materials to create aeroplanes. Children gain in confidence as they contribute their ideas for songs to sing. Some spontaneously sing alone. They relate to staff well and at times show staff what they have achieved.

Children are active as they move around the room to access activities and when moving their bodies to the music tape. Their development of large and small motor skills is sufficiently promoted through the planned physical activities indoors and outside. They can find their personal space when asked to sit at the table at snack and can negotiate their own space when playing with equipment outside. Children enjoy books and readily choose to sit and read together. Most children can count confidently to ten and can name a number of different colours; however children's mathematical skills and understanding of calculation and problem solving is not fully extended or explored by staff in daily routines or everyday practical experiences. Children's skills in using information and communication technology are restricted. For example, they access a single tape recorder and headset. They understand how it works by switching it on and listening to a tape. However, the computer workstation is not switched on and additional resources are not readily accessible or available.

Helping children make a positive contribution

The provision is good.

Children's good understanding of equality is promoted through activities that encourage equal play. Children are encouraged to play harmoniously together. They share and take turns when playing table top games such as dominoes and when outdoors playing on the bikes. Children are familiar with the routine. For example, when they hear a particular tune on the tape recorder all the children enthusiastically help to tidy up. Children begin to value each other's contributions in group time activities. They learn to listen to their friends as they take part in the story or in conversation at circle time. Children develop good relationships with each other and

staff, for example, two 3-year old boys are inseparable, they sit at the mark-making table and draw, play with the play dough and sit together at snack time and when one doesn't want to eat his dinner the other one doesn't either. Children form good relationships with their key workers who are on hand to help, praise and support the children during the day. Children's individual needs are known and met by staff in discussion with their parents. They begin to become aware of the wider society as they explore their own and others' cultures and traditions through planned focussed activities. For example, looking at Chinese New Year and the Holi festival.

Children behave well. They respond well to the staff's effective strategies such as giving time to listen, praising achievements and providing individual support and comfort. Children are motivated by the reward systems in place which are discussed with parents and continued at home. For example, star charts for toilet training are displayed at child height on the wall in the toilets and behaviour strategies include a rocket ship reward system in place to improve behaviour. Children become aware of their own needs, the needs of others and receive appropriate support. They show a willingness to put on their own coats and do up zips before going outside, the staff are on hand to help if needed. Children make suitable choices and decisions about their play. Their confidence and self-assurance is encouraged. Therefore, children's spiritual, moral, social and cultural development is fostered within the setting.

Children with special educational needs receive good support as the staff are knowledgeable and work closely with the skilled specialist workers and professionals. Their individual targets are known and worked to as paperwork is shared. Plans recording development and achievement are used effectively for the next steps in their learning; therefore children with special needs make steady progress and well supported by skilled staff that have accessed specialist courses. A diary is completed on a daily basis by the support worker and discussed with parents. The individual needs of children with special needs are well met and all children are included in all activities.

Partnership with parents is good. Children settle confidently into the nursery supported by the induction arrangements agreed with their parents. Their care needs are fully discussed and recorded using information from their parents who value the quality of the provision made for their children. Children's observations and assessments following the Birth to three matters framework are used on admission to the setting to inform staff of each child's initial developmental stage reached. Children's activities and learning experiences are shared with parents daily and at regular parent's evenings where their child's development observation records are discussed. Children's continuity of care is achieved through the good partnership with parents who receive regular topic letters detailing how opportunities for children's learning can to be reinforced at home with suggestions and ideas offered to them to help. Policies and procedures and an information booklet is available to parents on the notice board. Parents value the quality of care in the provision and have a high regard for the staff working with the children.

Organisation

The organisation is satisfactory.

Children are well cared for by adults who have a clear sense of purpose and a commitment to continual improvement. All staff are qualified and have undertaken appropriate checks completed by the manager and owner of the setting. The recruitment and vetting procedures ensure children are well protected and cared for by staff with sound knowledge and understanding of child development. Staff records show that a robust recruitment and vetting procedure is in place to ensure children are cared for by suitable adults. Individual training needs are recognised and continual training and development encouraged. Staff work well together as a team and all are clear about their roles and responsibilities.

Leadership and management of the nursery education provided for children is satisfactory. Children make acceptable progress towards the early learning goals from their planned learning experiences within the resourced, free choice areas and focussed activities. Planning is sound and clearly indicates focussed activities to help develop children's areas of learning and evaluation of activities taking place albeit limited. Children's individual needs are recognised and they are generally well supported. However, this information does not inform planning for children's individual developmental needs according to age and ability. Children's personal information is collected and recorded in detail. Parents are provided with a good amount of information about the provision and how to help their children at home. Policies and procedures are clear and up-dated in line with recent legislation.

Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

There are no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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The quality and standards of the nursery education are satisfactory.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop children's understanding of good health and hygiene practices
- encourage and develop further children's ability to be confident, independent, and develop their self-esteem

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure that the link between planning and assessment of individual children identifies what they need to learn next to promote their learning
- develop staffs knowledge and understanding of the stepping stones as a means of implementing effective teaching practices.
- develop children's ability to calculate and problem solve as part of everyday activities
- develop children's IT skills by making resources more regularly available such as the computer.

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