



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 316451

DfES Number: 580432

### INSPECTION DETAILS

Inspection Date 02/07/2004  
Inspector Name Susan Margaret Lyon

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Daisy Chains Private Day Nursery  
Setting Address Hornby Street  
Heywood  
Rochdale  
Lancashire  
OL10 1AA

### REGISTERED PROVIDER DETAILS

Name Daisy Chains Ltd 04389978

### ORGANISATION DETAILS

Name Daisy Chains Ltd  
Address Hope Cottage  
Lane End  
Heywood  
Lancashire  
OL10 2JE

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Jayne and Darren Grindrod are registered to provide full day care at Daisy Chains Private day nursery. The registratin is for 45 children.

The nursery is situated in the Heywood area of Rochdale. The building is a converted church hall. It has been opened since 1995. The nursery operates Monday to Friday 07:30 to 17:30. The manager is qualified. There is a staff team of 12, the majority of whom are qualified or working towards a qualification. There are currently 62 children on the register, some attending part time only. The nursery currently supports children with special educational needs and children who have English as an additional language.

### How good is the Day Care?

Daisy Chains Nursery provides satisfactory care for children.

The majority of staff are qualified and children are grouped according to age and stage of development. A separate room is used to provide a safe and quieter environment for young babies. Staff are, at times, deployed well within the setting. Staffing arrangements in the baby room minimise the numbers of carers for individual children.

Children are allocated a key worker to ensure their individual needs are met. Staff record children's attendances although some details need adding.

A variety of planned play experiences are provided. Staff spend time talking and discussing to help children learn. Equipment generally meets children's needs.

The range of activities offered to children are age appropriate and contribute to children's development. Healthy eating is promoted.

The premises are safe and secure. Staff have a good awareness of safety issues when taking children out. Plans are in place to minimise hazards both inside and out.

Written and verbal information is shared with parents daily about how children have been and what they have done. Most policies and procedures contain all necessary detail. Children are treated as individuals and parents wishes respected.

#### **What has improved since the last inspection?**

At the last inspection the provider agreed to review some policies to include more information for parents, put plans in place to minimise hazards to premises inside and out, provide a first aid box and record incidents. These have been completed, thus improving the overall operation of the provision and the safety of the children.

#### **What is being done well?**

- Children are grouped according to age/stage of development. A key worker system is in place ensuring children's individual needs are met.
- The majority of staff are qualified. Staffing arrangements in the baby room minimise the number of carers for individual children.
- A variety of planned play experiences are provided and staff spend time talking and listening to children to help them learn.
- The premises are safe and secure and plans are in place to minimise hazards.
- Written and verbal information is shared with parents daily.

#### **What needs to be improved?**

- the recording of children's and staff's attendances
- the deployment of staff to ensure the safety, welfare and development of children
- the provision of domestic style furniture in the baby room
- the provision of fresh drinking water at all times
- the child protection statement contents and its availability to parents before admission.

#### **Outcome of the inspection**

Satisfactory

## CONDITIONS OF REGISTRATION

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

## WHAT NEEDS TO BE DONE NEXT?

### The Registered Person must take the following actions by the date shown

Std	Action	Date
2	Ensure that the system of registration includes hours of attendance for staff and children.	16/07/2004
3	Ensure that staff are deployed effectively to provide for the safety, welfare and development of children.	16/07/2004
8	Ensure that drinking water is provided at all times.	16/07/2004

### The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
4	Provide some domestic style furniture in the baby room to assist children in developing mobility and to continue normal life experiences.
13	Ensure the child protection statement includes a procedure if allegations are made against staff and that it is shared with parents before admission.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Daisy Chains offers generally good provision and children are making generally good progress towards the early learning goals.

The teaching is generally good. Staff have an understanding of the early learning goals and stepping stones to learning. Planning covers the six areas of learning and staff complete assessments and evaluate children's learning. Key worker systems are in place. Staff work closely with parents and other professional agencies to promote the welfare of children with special educational needs. Activities are not always prepared in readiness for the children to participate.

The quality of leadership and management of the setting is generally good. Recruitment, selection and induction procedures are in place and equal opportunities is implemented. The manager ensures that team meetings and individual appraisal sessions occur. Staff are given time to plan the learning programme. Staff are not always effectively deployed and this impacts on the children's learning.

Children access a range of play materials and resources that are of good quality. Children are developing their large and small motor skills through physical activities and by using one-handed tools, such as scissors, cutters and pencils. Children are creative, imaginative, enjoy looking at books and are learning about number and shape. However their knowledge of mathematics could be expanded further.

The organisation of large groups and the implementation of small group activities does not always support children's learning.

The partnership with parents is very good. Parents are kept fully informed of their child's development, through news letters, parents evenings and general communication. Parents co-operate with staff in establishing individual education plans for specific children. They are able to access the nurseries policies and procedures and planning. Parents feel able to discuss their child's development with their key worker.

### What is being done well?

- Children have formed good relationships with their peers and staff.
- Children explore mark making materials and independently look at books, turning the pages correctly.
- Children are able to discuss personal and road safety during discussion time.
- Children enjoy physical activities. They show increasing control of their bodies through large and fine motor movements.

- Children explore creative and sensory materials. They recognise shapes and colours.
- Children access computer technology.

#### **What needs to be improved?**

- advanced preparation and organisation of small group and individual learning activities;
- greater opportunity for children to gain independence during activities;
- organisation and management of large group activities;
- children's knowledge and understanding of number, mathematical patterns and simple addition and subtraction.

#### **What has improved since the last inspection?**

Daisy Chains nursery now ensure that their planning and assessments identify what children are learning. Children have opportunity to practice writing their name on many different occasions. Children are exploring early addition and subtraction, but there is scope for further development.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children express their own needs. They talk about home and their experiences. Children select from the resources available. They form good relationship with staff and peers. They take turns and are learning to share. Children are learning right from wrong and unacceptable behaviour is challenged. Children help to set the tables and serve their own lunch. Children learn about diversity and visit the local community. At certain times children could not listen because of the raised noise level.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are good communicators. They discuss personal and road safety. Children freely access books, using them correctly. They access writing materials and make lists and menus. Children demonstrate patience as they wait for their activity to begin. They participate in action games. Children recognise, and are writing or attempting to write, their own names. They understand that print and writing flows from left to right and top to bottom. Children found it hard to concentrate in large groups.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children recognise shapes and explore numbers through rhymes and during practical activities. They compare differences in height, size of hands and feet. Children sort and match colours and shapes well. Some children can count up to ten and recognise up to five. Baking activities help children to learn about weight and measurement. Children need greater opportunity to create mathematical patterns, access number displays and use simple addition and subtraction.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about nature and explore mini beasts in the garden, using magnifying glasses. They explore the growth of plants and vegetables. Children visit the library and gardens. They discuss the weather and changing seasons. Children skilfully assemble and join construction materials. They learn about the world around them through the celebration of festivals, exploration of books and discussion. Children confidently explore computer technology, tape recorders and programmable toys.

## **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children move confidently, negotiating pathways when cycling, walking, running, climbing, balancing and hopping. They show increasing control and dexterity. They can kick, catch, hit and throw balls. Children follow direction, exploring space. Children engage in aerobics, dance and ring games. During ring and action rhymes children follow sequences to identify parts of their body. Children participate in drama, use construction materials and a range of tools skilfully.

## **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Children can differentiate between colours and select from a variety of creative materials. They produce paintings and collages, exploring their own creativity and ideas. They use fruits and vegetables. They explore music, dance and role play. They use construction and modelling materials. Children skilfully use scissors demonstrating good hand and eye co-ordination. They explore malleable and sensory materials. Children need to gain greater independence during activities.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- Review the way activities are organised to ensure that children are actively involved at all times. Help children to develop greater independence through their play.
- Review the way that large group activities are organised and managed to ensure that the needs of all children are taken into consideration.
- Consolidate children learning by providing greater opportunity for them to recognise numbers within the setting, create mathematical patterns and use simple addition and subtraction.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*