



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 302026

DfES Number: 592950

INSPECTION DETAILS

Inspection Date 17/05/2004
Inspector Name Helene Anne Terry

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Daisy Chain Nursery Ltd
Setting Address 9 Pearson Lane
 Bradford
 West Yorkshire
 BD9 6BG

REGISTERED PROVIDER DETAILS

Name Mrs Claire Heslop

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

Daisy Chain Nursery Ltd opened in 1997. It operates from five playrooms in a converted large detached house in the Heaton area of Bradford. The setting serves families from the local vicinity and surrounding areas.

There are currently 85 children from nought to five years on roll. This includes twenty-nine funded three-year-olds and four funded four-year-olds. Children attend for a variety of sessions throughout the week. The setting currently supports two children with special needs and two children who speak English as an additional language.

The nursery opens five days a week throughout the year between the hours 08:00 and 17:45.

There are sixteen members of staff employed to work with the children. Ten, including management, have early years qualifications to level 3, one is qualified to level 2 and four are trainees. The setting receives support from an advisory teacher from the Early Years Development and Childcare Partnership. They are members of the National Day Nursery Association and are currently working towards the quality assurance scheme Quality Counts.

How good is the Day Care?

Daisy Chain Nursery Ltd provides good quality care for children. There are very good comprehensive policies, procedures and documentation in place which effectively underpins the setting and contributes to staff being fully aware of their roles and responsibilities. Space, resources and deployment of staff is used very effectively to meet the needs of the children. Staff work very well together as a team and have a good commitment to developing the setting which is evidenced by ongoing training.

Safety within the nursery is fully addressed, ensuring that the environment is a safe place in which children can play and learn. In most of the playrooms staff are active

in promoting health and hygiene through good procedures and practices. Children's individual needs are effectively addressed including their dietary requirements and staff are aware of child protection issues. The provision for children with special needs is also very effective.

A varied, flexible well planned routine is provided for the children, which includes activities indoors and outdoors. Activities in each of the age specific rooms are age/stage appropriate and address all areas of children's development. There is a very good range of resources available indoors and outdoors which covers all aspects of children's development, many of which represent positive images of diversity in society. The majority of the resources and equipment are at child height encouraging choice and promoting independence. Staff fully involve themselves in children's activities which helps to foster the warm relationships apparent and impacts on the excellent behaviour of the children throughout the setting.

Partnerships with parents are very good. Parents have access to a wide range of information about the setting, both verbal and in written form and they are given the opportunity to regularly discuss the well being of their child with their key worker, thereby ensuring continuity of care.

What has improved since the last inspection?

not applicable

What is being done well?

- There are very good comprehensive policies, procedures and documentation in place which effectively underpins the running of the setting and ensures the needs of the children are fully addressed.
- The range of activities and resources offered to the children are very good and cover all areas of children's development. The rooms for the older children are divided into specific learning bays with appropriate activities and resources to extend learning. Outdoor facilities to extend learning are very effective. There is a sensory garden available to the children, where they can experiment and discover with different textures and plant and grow fruit and vegetables amongst many other learning opportunities.
- All aspects of safety are fully considered ensuring that the environment is a safe place in which children can play and learn.
- Relationships with parents are very good. Parents receive comprehensive information about the setting and their children. They have access to their child's development records and key worker ensuring continuity of care is promoted.
- Staff develop very good relationships with the children and effectively address individual needs including special needs. Staff listen to the children and involve themselves in the activities. This impacts on the children's interest in the activities and promotes the excellent behaviour of the children which was observed.

- Staff promote equality of opportunity very effectively to meet the diverse needs of the children attending. There is a good range of resources which represent positive images of diversity in society and there is writing and words on the walls in different languages. There are also bilingual members of staff employed.

What needs to be improved?

- the hygiene practices in the baby room, ensuring that babies have individual cloths for cleaning hands and faces
- the accident records, ensuring that the date and time of incidents are recorded.

Outcome of the inspection

Good

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 should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
7	Make sure that good hygiene is promoted by ensuring that children have the sole use of face/hand cloths in the baby room, to help prevent cross infection.
7	Ensure that all accident records contain detail of the date and time of the incident.

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

How effective is the nursery education?

Daisy Chain Nursery Ltd provides a high standard of care and education where children make very good progress in all six areas of learning in the foundation stage.

Teaching is very good. Staff have good knowledge and understanding of the stepping stones leading towards the early learning goals and the good planning and children's assessments enables staff to provide many interesting practical activities. Challenges set for the children are age appropriate and staff use children's assessments to inform future planning, ensuring individual developmental needs are addressed. Staff confidently engage children effectively in conversation to support and extend the learning and staff deployment is very good. The nursery provides an extensive range of resources to cover all areas of learning and development and areas of play are well organised and presented. There are no funded children attending with special educational needs, however very good systems are in place to provide support. The support for children with English as an additional language is very effective.

Leadership and management are very good. Staff are valued and very well supported through a good training programme, staff meetings, an appraisal system and time to plan and prepare. As a result staff display commitment and enthusiasm. There is a shared commitment and understanding towards good early years practices and a desire to continue to improve the quality of care and education.

Partnership with parents is very good. They are very well informed about all aspects of the setting including their child's progress. Parents are also encouraged to support and participate by extending learning at home. Parents have the opportunity to share their observations about their child with their key worker.

What is being done well?

- Staff use planned and incidental activities to support and extend the learning by engaging children in effective and positive conversation, which encourages the children to think and respond in their own words.
- Strong leadership and management provides and supports a shared commitment towards providing a high quality of care and learning. Staff are valued and well supported and their motivation is of a high standard.
- Partnership with parents are very good. Good communication between staff and parents ensures that they are fully informed about all aspects of the setting including the progress of their child.
- The behaviour of children is excellent. Staff use very good strategies to promote good behaviour and consideration for others. Children are given clear and consistent boundaries and help to understand the impact of unacceptable behaviour on others. Staff's calm and polite manner sets a very

good example for the children.

- Staff give a high priority to encouraging children's personal, social and emotional development. They establish very good relationships with the children and respond readily and with enthusiasm to their needs. This fosters the children's confidence and self esteem and has a positive impact on their disposition towards learning.
- Children are given good opportunities to select and explore a wide range of materials and equipment to enable them to create and construct. They enthusiastically and confidently use construction sets, recycled materials, scissors, glue and tape to achieve a desired effect. Staff encourage them to review and improve their work.

What needs to be improved?

- the children's assessment records and planning, ensuring that it is clear how children are progressing through the stepping stones towards the early learning goals and planning should highlight how activities will be adjusted for the less and more able children
- the climbing equipment for the more able children.

What has improved since the last inspection?

Excellent progress has been made in tackling the key issues identified in the previous inspection report. These required the nursery to improve planning by detailing the six areas of learning and identify what children are expected to learn from activities. Further, to develop the assessment procedures to include recorded observations and use them to inform future planning. Provide more opportunities for children to use creative skills through music and drama, and to further opportunities for children to self select creative materials. Finally to improve staffs' knowledge of the Code of Practice for children with Special Educational Needs.

An action plan has been drawn up which effectively addresses all areas. Planning now relates activities to areas of the stepping stones towards the early learning goals and a planning book has been introduced into the playrooms. Assessments now include an individual learning chart, observations are recorded with the next steps recorded to extend learning and these are used to inform future planning, ensuring individual needs are met. Provision to enable children to express creativity in a variety of ways has been extended through music and drama. Children have access to a good range of musical instruments and taped and recorded music and they have taken part in a Nativity play. They also have very good access to a range of materials enabling them to freely express their thoughts, ideas and feelings. A Special Educational Needs Co-ordinator has been appointed, who has done extensive training in this area and who works closely with staff and the local authority. The nursery is now proactive in identifying children with special needs. Practice is kept up to date with the introduction of the new Code of Practice 2002.

Monitoring and evaluation of the action plan has continued to ensure progress.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, motivated and are excited to learn. They confidently initiate interactions with one another and work very well in large and small groups. Children show very good levels of independence and are confident in expressing their needs to others. Behaviour is excellent and children learn to share, take turns and show consideration for their environment and for each other.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children listen and respond with enjoyment to stories and songs and recall events in their own words. They interact, negotiate and speak clearly and use language to explore feelings, sounds and ideas. Children are beginning to link sounds to letters of the alphabet and more able children can write their names. During role play children are beginning to understand the use of writing as a means of recording and communicating as they are encouraged to write for different purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children benefit from lots of opportunities to practice basic mathematical skills through well planned and everyday activities. They reliably count to ten and over, can count objects on a one to one correspondence and can recognise shapes and colours. More able children quickly solve simple addition and subtraction problems such as when counting the number of children present and how many cups required. They are developing an awareness of weight and capacity and use terms such as light and heavy.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have many opportunities to explore and investigate, to observe patterns of change and how and why things work. They learn how to select, join and fasten materials together. They are beginning to develop IT skills and more able children can complete simple programmes on the computer. Children learn and understand about their environment and develop a positive respect for the wider world, different lifestyles and cultures.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and safely indoors and outdoors. They develop good control and confidence when using equipment such as obstacle courses, balancing beams and wheeled toys. They use a wide range of tools indoors to develop their fine skills for example when using pencils, crayons, paint brushes, glue sticks, scissors and malleable materials. Staff are on hand to give support and encourage new skills such as helping children walk on the stepping posts.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore colour, shape, form and texture in two and three dimensions making models and paint and design collage. They practice real and imagined experiences in the role play area and outdoors. They enjoy music, dancing and musical instruments and sing simple songs from memory. Children have many opportunities through a good range of materials to explore and express their ideas, thoughts and feelings.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There were no significant weaknesses to report, but consideration should be given to improving the following:
- continue to develop and implement the newly devised children's assessment records, ensuring that it is clear how children are developing through the stepping towards the early learning goals
- provide more challenging climbing equipment for the more able children.

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.