



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY270873

DfES Number:

INSPECTION DETAILS

Inspection Date 08/06/2004
Inspector Name Lesley Sharples

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Daisy Chain Day Nursery
Setting Address Hastings Road
Leyland
Lancashire
PR25 3SP

REGISTERED PROVIDER DETAILS

Name Daisy Chain Day Care Nurseries Ltd 04663138

ORGANISATION DETAILS

Name Daisy Chain Day Care Nurseries Ltd
Address 27 Feildens Farm Lane
Mellor Brook
Blackburn
Lancashire
BB2 7PD

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 Day Nursery has been established since 1992. The current provider has been registered since May 2004. The nursery is situated in a residential area within walking distance of Leyland town centre and is based within a former church hall which is a single storey detached property.

Facilities for children comprise of one large and two adjacent smaller rooms. One of the small rooms is used for the babies which has a separate sleeping room and the other for pre school children, although children have access to all play areas of the nursery. There is a kitchen, office, staff toilet and children's toilets and hard surface outdoor area to the front and side of the building.

The nursery serves the local and wider communities providing full day care between the hours of 07.30am and 18:00 each weekday apart from public holidays. Children attended both on a full and part time basis.

There are currently 66 children on the register age under five years and of these no children have English as an additional language. The nursery supports families who have children with special needs.

Daisy Chain Day Nursery offers places to children in receipt of nursery grant funding and receives support from the Early Years Partnership Advisory Teachers. Currently there are 22 children in receipt of the nursery grant.

The staff team is led by the registered provider and manager and ten staff, all of whom are qualified or trained in child care to levels 3 and 2 apart from one. Students have placements within the nursery as part of their college course training.

The nursery is a member of the National Day Nurseries Association.

How good is the Day Care?

Daisy Chain Day Nursery provides satisfactory care for children.

There is a bright and welcoming environment for the children which is visually stimulating with children's art work displayed on walls. Space is fully used to provide continuous play areas and children move around freely and enjoy a wide range of activities. The organisation of documentation is generally good but there are aspects requiring input. The staff team are well qualified and committed to ongoing training and development to enhance their existing knowledge and experience. They work well together and are aware of their individual roles and responsibilities.

There is a clear understanding of keeping children safe both indoors and out and reasonable steps have been taken to minimise risks to children. The premises are kept secure and arrival and departures times are monitored. Hygiene practice is encouraged as part of the children's daily routine but some developments are required. Practice relating to meals and snacks is also an area of weakness. Families who have children with special needs are supported. There are unclear procedures relating to child protection.

Planned activities and resources provide a good range of learning experiences for the children. Opportunities for development in all areas are given and the children enjoy themselves at play both in adult led activities and independently chosen ones. They are able to enjoy some positive experiences in learning about our multi cultural society and the world around. Positive strategies are in place to sensitively manage children's behaviour and they enjoy a nurturing and caring time.

Partnership with parents is based on good communication both written and verbal. Confidentiality is acknowledged as important and records are securely held and shared with parents. Parents have access to all policies and procedures in place.

What has improved since the last inspection?

N/A

What is being done well?

- There is a wide range of opportunities and experiences provided for children to ensure they progress in all areas of development. Staff interact well and encourage their learning. The children enjoy their play and relate well with others.
- Strategies for dealing with behaviour are appropriate and take into account the child's level of understanding. Staff actively encourage good behaviour in a positive and nurturing manner and children respond to this well.
- Parents are kept well informed about their child through both written and verbal communication on a regular basis. Good working relationships are fostered to ensure children's individual needs are met.

What needs to be improved?

- the documentation and understanding of child protection procedures;

uncollected child and outings

- the evidencing of thorough induction with staff and risk assessments
- the facilities relating nappy changing within the nursery
- the practice during meal and snack times as well as the provision of a healthy diet and drinking water.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

N/A

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

Std	Recommendation
4	provide improved nappy changing facilities within the nursery.
2	formalise the induction programme and evidence areas completed.
5	consider providing adult size furniture following a risk assessment of need.
6	ensure risk assessments are carried out on a regular basis and evidenced.
8	review and revise meal and snack times to include better access to drinking water and a healthier menu.
13	revise the child protection statement to include all the required information in relation to recording and reporting concerns and ensure that there is a trained member of staff who has responsibility for child protection issues.
14	provide procedures for uncollected child and outings.

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

How effective is the nursery education?

Children attending Daisy Chain Day Care Nurseries Limited make generally good progress towards the early learning goals in all six areas of learning.

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

The teaching is generally good. Staff have a sound understanding of the early learning goals and use their knowledge to provide appropriate activities for the children. Staff are good role models, they treat the children with respect, praising them and encouraging them often. In response children develop positive self esteem and behave well. The learning environment in the main is organised to ensure children have access to a satisfactory range of resources. The staff know the children well which enables them to support and extend the children's learning for most of the time. Consideration should be given to the size of groups for some activities to promote effective learning. There is in place a support system for children with a special educational need. Staff plan an effective curriculum and implement an assessment process to monitor children's development.

The leadership and management is generally good. The staff know their roles and responsibilities well, which enables them to work effectively. Staff are provided with regular opportunities to further their professional development by accessing training courses relevant to their needs. The system to monitor teaching and learning requires attention. There is a strong commitment to the care and education of the children.

The partnership with parents is generally good. Parents are provided with information about the setting and the ongoing activities which are taking place. Parents are provided with the opportunity to discuss their children's achievements during a parents evening and have daily access to the key worker. The parents contribution to the assessment process is limited at present.

What is being done well?

- Effective systems are in place which allow the children to settle well and feel confident to explore activities in the nursery setting.
- The staff plan a varied curriculum with interesting activities for example paint printing using fresh fish, pattern making using natural materials and baking, which promote children's learning through play.
- Staff are good role models and manage children's behaviour effectively which ensures harmony for all and an effective learning environment.
- The staff team are committed to developing the learning environment through effective team work, staff meetings and further professional development.

- The nursery staff provide a child centred environment where children's work is displayed attractively and used to inform their learning.

What needs to be improved?

- the grouping of children to maximise learning during certain activities
- the opportunities for children to express their ideas creatively in free play activities
- the frequency of questioning children particularly in the area of mathematics
- opportunities for children to develop their emergent writing
- parents contribution to the assessment of children's learning

What has improved since the last inspection?

N/A

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children have a positive disposition to learning. They settle quickly when they arrive and play purposefully during the day. They respond well to staff's realistic expectations of behaviour which creates an effective learning environment. Children make choices about what they do and are developing their independence. They are sensitive to the needs of others, proud of their efforts and achievements and develop positive self esteem. Further opportunities to develop independence is required.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children have frequent good opportunities such as circle time and story time to develop listening and speaking skills. They are confident speakers, they use language effectively to explain, recall events and connect ideas. They have access to a good range of reading material which enhances their learning. Children link sounds to letters as they learn their names and begin to recognise those of others. They have insufficient opportunities to mark make for a purpose during continuous play.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children can count up to 5 and most to 10 and some beyond. They say and use number in familiar context and are learning to add and subtract during planned activities. They are confident at shape recognition and are aware of space and measure. They use mathematical language during their play as they describe long and short. Staff do not encourage the frequent use of mathematical thinking during daily activities to promote children's problem solving skills.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children participate in a range of interesting activities to learn about changes and find out about why things happen such as planting seeds and watching them grow, baking and making ice cubes. Through daily routines and discussions they are learning about past and present. They learn about the local community through visits from the police, the fire service and the dentist. They are learning about their own culture and those of others through celebrations and discussions.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move around the setting with confidence and control as they negotiate a pathway. They are skilled at finding a space within a group during free play and when working in a group. They are learning how to care for their bodies and know when they must wear a hat and apply sun cream. They have good opportunities to use tools and equipment to enhance their learning as they construct and use malleable materials. Insufficient opportunities are provided for them to develop climbing skills.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children have the opportunity to explore colour and shape in both two and three dimensions as they learn to construct with a variety of resources. They enjoy music and are learning a repertoire of songs which they sing from memory. They have access to musical instruments which promotes the recognition of familiar sounds. They have opportunities to use their imagination during role play. There are however insufficient opportunities to express their ideas creatively using a variety of materials.

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

- Key Issues
- consider the organisation of group sizes and opportunities to extend learning for more able children.
- provide opportunities for children to express their ideas creatively in free play activities
- ensure that staff frequently question children to extend and consolidate their learning, particularly in the area of mathematics
- promote opportunities for children to develop their emergent writing
- provide parents with the opportunity to contribute to the assessment of children's learning

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.