



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 127137

DfES Number: 514027

### INSPECTION DETAILS

Inspection Date 02/02/2004  
Inspector Name Malini Parmar

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Daisy Chain Nursery School  
Setting Address Whitstable Community College  
Bellevue Road  
Whitstable  
Kent  
CT5 1PX

### REGISTERED PROVIDER DETAILS

Name The Committee of Daisy Chain Nursery School

### ORGANISATION DETAILS

Name Daisy Chain Nursery School  
Address Whitstable Community College  
Bellevue Road  
Whitstable  
Kent  
CT5 1PX

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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

The Daisy Chain Nursery opened in April 1993. It operates from a classroom in the Whitstable Community College, Whitstable.

The group is managed by a committee of parents supported by the staff and volunteers. The nursery has access to a classroom with toilets and an outside area. The nursery serves the local area and surrounding towns.

The group is registered to provide 18 places for children aged between 2 and 5 years. Children attend a variety of sessions each week. One child has identified with special needs. There are no children speaking English as an additional language.

The nursery opens five days a week, term time only. Sessions last from 09.15 to 12:00.

There are three staff and in addition a volunteer works with the children at every session. Of these two hold an early years qualifications and the other is due to start training. They all attend short courses on a regular basis. The group receives support from a Pre-school Learning Alliance development worker and a teacher from the Early Years Partnership.

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

### How effective is the nursery education?

Daisy Chain Nursery School provides a range of worthwhile activities, in a friendly and secure environment and children are making generally good progress overall, with very good aspects in Mathematical Development and Communication Language and Literacy. Teaching is generally good, the core staff have a secure knowledge of the foundation stage, which enables them to plan and provide a stimulating programme of activities. Staff; systematically make detailed and evaluative observations on the children's progress. They meet daily to identify children's next steps and a formal programme for recording these, is evolving. The nursery school is small, enabling staff to know children well; they work well as a team and are effectively deployed, working around the needs of the children. Staff provide clear explanations of activities and consistently employ effective questioning techniques to enable meaningful learning to arise from opportunities provided. The routine is flexible and children are able to work at their own pace and play is extended accordingly. Occasionally, however the challenges set for more able children are insufficient. Staff are respectful to the children and have high expectations of their behaviour, their sensitive support and encouragement is reflected, in the children's generally good behaviour. The experienced Special Educational Needs Co-ordinator uses individual educational plans to support children in their learning. Leadership and Management is generally good. The leader is committed to ensuring children experience good quality care and education. Staff are supported and encouraged to attend regular training. There are no formal systems in place to evaluate the settings strengths and weaknesses, or the programme for education. Partnership with Parents is very good. They receive extensive information and are systematically provided with thorough records about their child's progress. Parental participation is encouraged and valued by the group.

### What is being done well?

- Good communication with parents enables parents and staff to work together to ensure the children's progress in all areas of learning. Parents receive good quality information and are continually updated with detailed records about children's progress.
- Staff work closely as an effective team to provide a range of meaningful and stimulating play opportunities for the children.
- Staff are deployed effectively to support the children's learning. The environment is child centred and children are able to work at their own pace within a flexible routine.
- Staff make detailed and evaluative observations as part of their routine. They meet at the end of every session to discuss children attainment.
- Staff consistently employ useful questioning techniques to enable meaningful

learning to arise from opportunities provided.

**What needs to be improved?**

- the continued use of assessments to inform planning
- the challenges for more able children
- the use of the outdoor environment
- the systems to regularly monitor the effectiveness of the setting's strengths and weaknesses and evaluate the educational programme.

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

The nursery has made good progress in addressing the key issue highlighted in the last inspection. Children are now provided with a range of tools for writing in the role play area and use these to write for a variety of purposes.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Staff provide a caring and secure environment in which the children are confident and enthusiastic learners. Children make choices about their play and take initiative. Firm relationships are established as children learn to share, take turns and work co-operatively. They show good levels of concentration and motivation in their chosen tasks. Children respond positively to staff's clear expectations of their behaviour. Occasionally, challenges set for more able children are insufficient.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak clearly and confidently as they engage both adults and their friends in conversation. They show pleasure in regularly using words such as sticky and creamy. They listen attentively to stories and one another. They learn to recognise their names through the routine. Children understand that print carries meaning through the labels in their environment and develop reading skills as they absorb themselves in books. They develop writing skills at the mark making area and label work.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently. Staff encourage children to use mathematical language and children are given good opportunities to identify and name shapes. Through daily routine staff provide opportunities for children to be aware of simple ideas of addition and subtraction for example during snack and song time. There are numbers displayed and staff provide regular opportunities for children to recognise numbers as part of their routine, for example, through the birthday and participation charts.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children successfully build and construct with a wide variety of objects, they look at differences, patterns and change, for example change to dough when more flour is added. Children explore and investigate features of the local and wider world and there is a programme of visitors to the nursery. A variety of festivities are celebrated throughout the year. Opportunities for children to use a variety of programmable toys are limited.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Fine manipulative skills are developed well, children display good skills when painting, drawing and constructing. They handle tools and equipment confidently and successfully pour their own drinks. Children move freely; climbing and jumping, they skilfully manoeuvre around objects to stay safe. Children learn about personal hygiene through the routine and they learn to recognise when they are thirsty. There is an outdoor area available.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children are provided with regular opportunities to explore a range of materials, textures colour and shape. They eagerly paint, play with sand, explore a range of musical instruments and role-play activities. Children use these effectively to communicate their thoughts ideas and feelings. There is a balance of child initiated and adult directed activities. Opportunities for more able children to maximise on some of these experiences are limited.

**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**

- continue to develop the use of assessment to inform planning
- extend the challenges for more able children
- formalise arrangements to assess the settings own strengths and weaknesses and the educational programme.

*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.*