



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN EY246035

DfES Number: 535458

### INSPECTION DETAILS

Inspection Date 13/10/2004  
Inspector Name Abigail Caroline Cunningham

### SETTING DETAILS

Day Care Type Out of School Day Care, Full Day Care  
Setting Name Daisy Chain Childcare (Adel) Ltd.  
Setting Address 2a Tile Lane  
Leeds  
West Yorkshire  
LS16 8DY

### REGISTERED PROVIDER DETAILS

Name Daisy Chain Childcare (Adel) Ltd 4248617

### ORGANISATION DETAILS

Name Daisy Chain Childcare (Adel) Ltd  
Address 2a Tile Lane  
Leeds  
West Yorkshire  
LS16 8DY

## 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

Daisy Chain Childcare Adel Ltd opened in 2003. The nursery operates from four rooms in a purpose built nursery on the grounds of Adel Primary School in the Adel area of Leeds 16. The nursery serves the local and surrounding areas.

The setting is registered to provide full day care for a maximum of 58 children upto 8 years of age, this includes 16 places for before and after school and during school holidays. There are currently 98 children from 6 months to 11 years on roll. This includes four funded three-year-olds and no funded four-year-olds. The children attend for a variety of sessions.

The setting supports a number of children who speak English as an additional language. None of the children attending have identified special educational needs. The group opens five days a week all year round. Sessions are from 08:00 until 18:00.

There are thirteen part/full-time staff working with the children and seven of the staff have early years qualifications to NVQ level 2 or 3. There are four members of staff who are currently working towards a recognised early years qualification. The setting receives support from the Local Authority.

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

### How effective is the nursery education?

Daisy Chain Childcare (Adel) Ltd offers a very good quality provision, which helps children make very good progress towards the early learning goals in all six areas of learning. The children are making rapid progress because the teaching is very good. Staff understand how to involve all children and most are very well acquainted with the requirements of the Foundation Stage. They provide many varied and exciting opportunities ensuring that the children's interest is captured, they pay particular attention to supporting younger children. Effective procedures are in place to support children with special educational needs and children who speak English as an additional language. The staff set clear and consistent boundaries, which encourages the children to be very well behaved. Planning effectively links to all six areas of learning. New members of staff are not yet confident in being fully involved with planning.

Leadership and management is very good. The staff team are committed to evaluating and reviewing practice to improve care and education. They are well organised and work well together. Staff have regular opportunities for professional development. They work with an advisory teacher from the Local Authority. The management team know the settings strengths and weaknesses and work on their evaluations to make improvements.

The partnership with parents/carers is very good and contributes to the children's progress towards the Early Learning Goals. Very effective systems are in place, to communicate clear information in regard to curriculum planning and the developmental progression of their children. Information about the setting and its provision is comprehensive and accessible to all parents. Records of children's progress are of a high standard.

### What is being done well?

- Children's personal, social and emotional development is very good. They are confident and eager to participate on their own or as part of a group, behaviour is very good. The staff create a secure atmosphere where children can develop good attitudes and dispositions to learning.
- The children are given regular opportunities to practice their writing skills and develop their knowledge of letter sounds.
- Staff effectively help the children become more aware of the environment and the natural world, they provide many first hand experiences such as walks in the community (conservation area) and invite speakers into the nursery, for example, creepy crawly show.
- Children are developing very good counting skills. They understand shape and size through well planned activities. Three-year-old children are confidently beginning to solve simple mathematical problems, for example,

when setting the tables.

- A very good range of physical resources ensure that the children's progress in physical development is very good.
- Management use a variety of ways to keep parents fully informed about the curriculum, for example, through regular newsletters, notice boards and information leaflets.

**What needs to be improved?**

- continue to provide opportunities for new staff to attend Foundation Stage training and work towards all staff being fully involved in the curriculum planning.

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

not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Three-year-olds separate from their main carer with confidence and independently manage their own personal hygiene. They show a strong exploratory impulse and have a positive approach to new experiences, e.g. feely box. The children are very well behaved, they share, take turns and are co-operative at tidy up time. Children sit quietly and maintain attention when appropriate, e.g. story time. Three-year-olds initiate interactions with others. They talk freely about their home and community.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The children use talk to connect ideas and anticipate what might happen next. They listen well to others in small groups when the conversation interests them. The children have very good opportunities to link sounds to letters and can name and sound out letters of the alphabet. The children enjoy writing for a variety of purposes, e.g. sending letters. All three-year-olds can recognise their own name and some can write their own name. They are beginning to use talk in imaginary situations.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are developing very good counting skills and enjoy participating in counting songs and rhymes. Three-year-olds are able to count reliably up to 10 and know the value of 3 and many recognise numerals 1-5. The children are beginning to show an interest in number problems, e.g. when setting the table. Three-year-olds use mathematical language during play and say and use number names in familiar contexts.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children learn effectively about their environment and the natural world. They investigate living things and learn to identify their features. Three-year-olds are given opportunities to discuss past and present events in their lives. They are confident in selecting tools and constructing using a range of materials. Children know how to operate simple everyday technology, e.g. digital camera. They are beginning to know about their own cultures and beliefs and those of other people.

## **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Three-year-olds handle tools, objects and construction materials safely and with increasing control. They move with pleasure and confidence and are able to use a very good range of small and large equipment. Children enjoy and are enthusiastic about outside play. Many can jump off an obstacle and can land appropriately. The children manage their body to create intended movement, e.g. pouring drinks and riding tricycles. Some children are beginning to recognise the importance of keeping healthy.

## **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children respond in a variety of ways to what they see, hear, smell, touch and feel. They use props to support their role play and play alongside others engaged in the same theme. Three-year-olds can name and match colours. They enjoy mixing their own paints and explaining what happens when they mix colours. The children join in with favourite songs and are beginning to build up a repertoire of songs.

**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 are no significant weaknesses to report, but consideration should be given to improving the following;
- provide opportunities for new staff to attend Foundation Stage training and to be fully involved in the curriculum planning.

*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.*