



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 316008

DfES Number: 523790

INSPECTION DETAILS

Inspection Date 08/03/2004
Inspector Name Jannet Mary Richards

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Daisy Chain Private Nursery
Setting Address 647-649 Bury Road
Bolton
Lancashire
BL2 6HX

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name Adrienne Bolton & Joanne McClellan
Address 647-649 Bury Road
Bolton
Lancashire
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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 Chains Nursery opened in 1990. It operates from two converted Victorian semi-detached houses on the main Bury to Bolton road, within easy reach of Bolton town centre. The nursery has six play rooms and an enclosed area for outdoor play. It serves the local and wider areas.

There are currently 78 children in total on roll, of these 12 three year old children and six four year old children are in receipt of nursery education funding. The nursery supports children with special needs. There are no children currently attending who have English as an additional language.

The nursery opens weekdays between 07:30 and 18:00 all the year round. Children attend for a variety of part and full time sessions.

There are 13 staff in total who work with the children, the majority of whom hold relevant child care qualifications. The nursery has recently achieved the National Day Nurseries quality assurance award "Quality Counts", and also has the "Investors in People" Award.

The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Daisy Chains Nursery provides good care for children.

The nursery is very well organised. The staff work very well together, they communicate well, are very familiar with nursery procedures and have a strong commitment to the continued development of the provision.

The children benefit from being able to make strong relationships with the staff who care for them. There are very good procedures in place which enable them to feel secure and settled throughout the time they attend the nursery. The staff ensure that children enjoy their nursery day by providing a good range of activities, frequent

walks in the local area and by encouraging the children to have fun. The staff support the children well, they relate to them in a positive manner and accommodate their individual needs very well.

The nursery has clear safety procedures which staff follow well to keep the children safe. They follow good practices relating to health and hygiene. The children are provided with healthy and nutritious meals prepared on site by an experienced cook. The premises have been partly re-furnished recently which has improved the appearance and safety of the rooms, and steps are being taken to replace a bathroom door to ensure that children's privacy is respected.

The nursery staff develop very good relationships with parents and carers who are made to feel very welcome in the nursery. The staff and parents exchange information every day about what the children have been doing. The staff share documentation relating to the care of the children, and seek parent's views when reviewing some documents. The documentation is very comprehensive, well maintained, and effectively used in day to day practice. The nursery has not yet, however put systems in place to ensure that parents sign to acknowledge when medication has been given, and the complaints procedure does not yet have the contact details of the regulator.

What has improved since the last inspection?

Not applicable

What is being done well?

- The staff work very well together as a team, they have very good systems for communicating. They take responsibility for aspects of the provision, such as creating risk assessments. They have a good awareness of their roles and responsibilities which enables the provision to run smoothly.
- The children benefit from a good range of activities which are suitable for their ages and interests. They have the opportunity to go outside, either in the play area or for walks in the local area each day. The staff relate to them very well and encourage a sense of fun and enjoyment.
- Meals and snacks provided for the children are healthy and nutritious. An experienced cook makes all the meals in the nursery kitchen using fresh produce.
- Policies and procedures relating to the nursery are thorough and comprehensive. The staff take an active role in reviewing the policies which ensures that they have a good understanding of them and follow them very well in practice. The nursery staff also seek parents views and take them into consideration when reviewing some policies.
- Partnership with parents and carers is very good. The nursery regularly seeks parents opinions, through the annual parental survey for example, and acts on any issues raised. Parents are made to feel very welcome in the setting and relationships between staff and parents are very good. Parents

Speak highly of the provision and are very satisfied with the care provided.

An aspect of outstanding practice:

The nursery staff support children very well throughout the time they attend nursery. At the time of admission they offer to visit families at home which gives them the opportunity to find out about the child and his/her needs, in addition to arranging visits to the nursery. When children attend the nursery the key staff who are familiar to the children provide their care and activities, they often move with the children as they progress through the nursery rooms to provide very good on-going support and consistent care which enables the children to feel confident, secure and settled.

What needs to be improved?

- the documentation relating to the administration of medication and the complaints procedure
- the measures to ensure that children's privacy is respected when using the pre-school bathroom.

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
4	Continue the re-furbishment of the pre-school room by putting measures in place to allow for children's privacy when using the bathroom.
14	Ensure that parents sign the medication records to acknowledge when medication has been administered to a child, and include the telephone number of the regulator on the complaints procedure.

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

How effective is the nursery education?

Daisy Chains nursery offers good quality provision which helps children make generally good progress towards the early learning goals.

Children's progress in personal social and emotional development, mathematics, knowledge and understanding of the world, physical and creative development is generally good. Children make very good progress in communication, language and literacy and this is a strength of the provision.

Teaching is generally good.

The staff's good understanding of the foundation stage and their effective planning of an interesting range of activities helps the children to make progress. The staff work very well together to provide an organised play environment where they support children directly during play. The staff question children very well for most of the time, though are not as confident in questioning the children to use their mathematical knowledge to solve practical problems during play and routines.

The nursery has a good range of equipment which is used well in planned activities, though children are not always able to independently access a range of materials to express their own creative ideas.

The staff use assessment systems to monitor children's progress. They know the children very well and have a good awareness of their individual abilities. They have not yet developed systems to link the assessments of what children can do with planning the next steps in their learning.

Leadership and management are very good. The staff are well supported. They communicate well and have a good awareness of their roles. There are good systems in place to monitor the provision, and very good commitment to continued development.

The partnership with parents and carers is very good and contributes to children's progress. Parents are very welcome in the setting, they share information about their children with staff and their views are valued. They are well informed about the curriculum.

What is being done well?

- Effective systems are in place which allow children to settle well and feel confident to explore activities in the nursery setting.
- The staff plan a varied curriculum with interesting activities. The provision for children to develop early literacy skills is particularly good.

- The organisation and management of the setting are very effective. The staff team communicate very well and are clear about their roles. They have a strong commitment to development of their own knowledge through attendance at training courses.
- Partnership with parents is very good. The staff have good formal and informal systems in place for seeking parent's views and providing them with good quality information about the curriculum and children's progress.

What needs to be improved?

- the methods for assessing children's progress and linking what they know and can do to planning the next steps in their learning
- the accessibility of resources to enable children to express their own creative ideas
- the questioning skills of staff to encourage the children to use their mathematical knowledge to solve simple problems during play and routines.

What has improved since the last inspection?

At the last inspection of the education provision the setting three issues were identified for further action;

'Extend the programme for language and literacy so that it includes activities which will help children associate sounds with letters, words and syllables. This will ensure that those children who are ready for challenge can begin to develop early reading skills.'

'Extend the programme for outdoor activities so that it covers a variety of physical skills and meets the needs of children as they develop increasing skill and control. Staff need to incorporate the programme into the main planning process.'

'Provide further training on the six areas of learning for the new team working with the four year olds so that they can consolidate their understanding of the desirable learning outcomes and how to deliver them to young children.'

The setting has made good progress on all three issues.

They have introduced weekly activities focussing on a 'letter of the week' and children make good progress in this area.

Outdoor play activities are now clearly planned to provide children with opportunities to develop their motor skills and co-ordination.

The staff working with the three and four year old children have attended training on the foundation stage, and have a good understanding of the early learning goals, which have now replaced the desirable outcomes for children's learning

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children have a positive disposition to learning, they are settled and confident in the nursery environment and eager to explore activities. They work well alone and in groups, they concentrate and persist at activities which interest them. They develop good relationships with staff and friendships with others in the group. They make choices about what they do and have good levels of independence.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers and good communicators. They use language well to communicate their thoughts and ideas. They enjoy books and handle them correctly, they listen carefully and like to get involved at story time, predicting what might happen next. They learn to link sounds with letters when discussing the 'letter of the week'. They practice early writing skills very often during play, for example making tickets to use in role play, and learn that print carries meaning.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count to ten and beyond often during play. They recognise some numbers in the environment, such as on the telephone in the role play area. They often use mathematical language, for example they discuss 'full' and 'empty' when filling cups with ingredients to make dough. They use a good range of resources to support their learning, though do not often use their knowledge of number to solve simple problems such as 'how many more' knives they need when setting the lunch table.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children participate in a range of interesting activities to learn about changes and find out why things happen, such as observing the weather, planting and growing seeds, watching ice melt. Through daily routines and discussions they develop a good understanding of time. They learn about the local community through visits from people such as the police, walks in the local area, and often learn about cultures which are different to their own when they celebrate festivals such as Diwali.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children use many good opportunities and a wide range of equipment to practice movement and co-ordination both outdoors and indoors. They move confidently when imagining they are aliens during the P.E. session for example, and they use a range of equipment to practice balance and large motor skills in the outdoor area. The children use a range of tools such as pencils and scissors to practice and refine their fine motor skills.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children use their imagination well during role play, they use additional props such as puppets to create simple storylines. They create pictures and models using a variety of media such as paint, play dough and collage materials, though these are not always available for children to select and express their own creative ideas. The children enjoy singing and using percussion instruments. They have good opportunities to use their senses, such as exploring the texture of jelly or shaving foam.

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

- develop the methods for assessing children's progress on an on-going basis, and use this information to inform the short term planning of activities.
- review the organisation of resources to increase the opportunities for children to express their own creative ideas.
- develop the questioning skills of staff to encourage the children to use their mathematical knowledge to solve simple problems during play and routines.

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.