



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 106939

DfES Number: 519690

INSPECTION DETAILS

Inspection Date	06/09/2004
Inspector Name	Shirley Ann Jackson

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Daisy Chain Day Nursery
Setting Address	Vining Hall Etloe Road, Westbury Park Bristol BS6 7PB

REGISTERED PROVIDER DETAILS

Name	Samantha McGill
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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 Chain Day Nursery opened in 1995. It operates from a single-storey building that was specifically converted for its current use. The nursery is situated in a mainly residential area on the north central side of the city of Bristol, in the Westbury Park area, close to Durdham Downs.

There are currently 42 children from two to four years on roll. This includes 20 funded three-year-olds. Children attend for a variety of sessions. The setting can support children with special needs and those who speak English as an additional language.

The nursery opens five days a week all year round, apart from Bank Holidays and Christmas. Sessions are from 08:00 until 18:00.

Six members of staff are employed to work with the children. Four have appropriate child care qualifications, one of whom is teacher trained. One member of staff is currently working towards a recognised childcare qualification.

How good is the Day Care?

Daisy Chain Day Nursery provides a satisfactory standard of care.

Staff work well together as a team. They work closely with the children supporting their play and learning. Children are cared for in premises which are clean, welcoming and well maintained. Staff use a wide range of resources for the children. These are good quality and are well maintained. Policies, procedures and records are in place but some lack the necessary detail.

Security of the building is effectively monitored. Staff are aware of procedures to evacuate the building, but a fire drill has not been held for some time. Clear procedures are in place for dealing with sick/ill children. However, no staff member has a current first aid certificate. Children are not sufficiently encouraged to become aware of good hygiene procedures through the daily hand washing routine. Children

are offered a healthy and balanced choice of snack and meals. Their involvement in the preparation and serving of snacks and meals is limited. Clear procedures are in place for the protection of children.

A wide range of interesting activities are offered on a daily basis. Children are settled and confident. They have good relationships with staff and each other. Staff listen to children and respond accordingly. They encourage children to become independent and to think for themselves. Staff are aware of children's individual needs and offer the appropriate care. Staff use praise and encouragement to promote positive behaviour and to raise self-esteem. They treat the children and each other with respect and kindness. Children follow this example and behaviour is good.

Parents are given good quality information when their child first starts, and this is continues throughout their child's time at nursery. Parents feel that staff are approachable and they are happy with the care their child receives. Information is shared both informally on a daily basis and in more formal meetings held twice a year.

What has improved since the last inspection?

At the last inspection the group were asked to ensure that the dignity and privacy of the children is respected in the toilet and changing area. The nursery has put partition walls and toilet doors on two of the toilets. On the third, staff ensure that children's privacy is respected by closing the door.

They were also asked to establish policies and procedures in line with National Standards. These included ones on the administration of medication and the care of sick children. The nursery now has these policies in place. They are shared with parents via the prospectus and are displayed in the entrance foyer.

What is being done well?

- Children have access to a wide range of toys and resources. Staff have made use of every part of the nursery building to store resources. For example, a four-year-old was seen confidently looking in the workshop area for "something to make a door with" during role play.
- Staff consistently apply the behaviour management policy. They calmly ask the child to stop whatever is unacceptable and then give a clear explanation of why they shouldn't do it. Staff praise children specifically for trying hard as well as full achievements.
- Children are settled and confident. They have good relationships with each other and with staff. Staff interact well with the children. For example, staff spend time playing 'shops' alongside the children, modelling appropriate behaviour and using mathematical language.

What needs to be improved?

- recording the hours of attendance of children, staff and visitors
- fire drills conducted regularly
- hand washing routines before snack time
- trained first aid member of staff on the premises at all times
- children's involvement in the preparation and serving of snack
- policies, specifically equal opportunities and special needs

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
6	ensure fire drills are carried out regularly
7	ensure good hygiene practices are in place regarding hand washing and implement an action plan detailing how at least one member of staff with a current first aid certificate will be on the premises or on outings at any one time
9	devise an equal opportunities policy that is consistent with current legislation and guidance. Ensure that this is understood and implemented by all staff and shared with parents
10	devise and make available to parents, a written statement on special needs which is consistent with current legislation and guidance. Ensure that this is understood and implemented by all staff

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

How effective is the nursery education?

Daisy Chain Day Nursery offers good quality nursery education which enables children to make generally good progress towards the early learning goals. In the areas of personal, social and emotional development, communication, language and literacy and knowledge and understanding of the world children are making very good progress.

Teaching is generally good. Staff offer interesting activities to the children which, over time, cover the six areas of learning. There is scope to improve written planning to include more detail on what children are expected to learn as well as the staffing and resources required. Staff provide opportunities for the children to think for themselves by using effective questioning. Relationships are good. Staff are positive role models for children, they have clear and realistic expectations of children's behaviour. Children's behaviour is generally good. Staff promote self confidence and a positive attitude in all children, regardless of ability, disability, gender or special needs. Staff are deployed well and work closely with the children for most of the time.

Leadership and management are generally good. Staff work well together as a team and promote good relationships within the nursery. The owner and most staff are clear about their roles and responsibilities. They are all committed to improving the quality of care and education which the nursery provide. However, there is no system in place to monitor weaknesses in the educational programme or staff training.

Partnership with parents is very good. Parents are given good quality information about the setting which covers the Foundation Stage and the six areas of learning. Parents are happy with the care and education given to their children. Parents have opportunities to become involved in their child's learning by finding items at home to share with the nursery children. Staff also put together useful leaflets containing ideas for activities which parents can do at home.

What is being done well?

- Children form good relationships with each other and with staff. They are confident, co-operative, well behaved and increasingly independent. Children confidently initiate ideas and speak in a familiar group.
- Children's spoken language is developing well. They are building up a new vocabulary that reflects the breadth of their experiences. Children enjoy stories and can recall and describe the main story and characters. They hear and say the beginning sound in words.
- Children confidently examine and explore objects and living things to find out more about them. They comment and ask questions about where they live

and the natural world. Children are beginning to differentiate between past and present, for example talking about what they've done at the weekend.

- Children engage well in imaginative play based on their own first-hand experiences, for example, the four-year-old opening a "book shop" when playing outdoors. They use available props to support role play, such as putting on dressing-up clothes.

What needs to be improved?

- opportunities for children to use everyday routines to solve simple practical problems
- improving the range of large physical activities planned for the children to help them to move on to the next stage in their development
- opportunities for children to have more freedom to be creative without the expectation of a specific end product
- detail in some of the written plans to include more about what children are to do, what they're expected to learn and the staffing and resources required

What has improved since the last inspection?

The nursery has made very good progress since the last inspection.

They were asked to: further develop the partnership with parents by extending the existing opportunities for them firstly to become involved in what their children are learning and secondly to contribute to assessments.

The nursery has made very good progress in both areas. Parents are given the opportunity to help their children to find items at home which can be shared on the interest table and which can be used as part of the topic. Staff provide leaflets which help parents to support and extend what their children have learned at nursery.

Parents now contribute to their child's developmental records during the formal meeting with staff. Children are also involved in an informal manner.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children form good relationships with each other and with staff. They are confident and settled within the nursery environment. Children are developing concentration and perseverance skills and will sit for some time at an activity of their choice. They are developing an awareness of and are sensitive to the feelings of others, for example the four-year-old who said "poor X" when a child hurt his leg. Children have an awareness of and show interest in cultural differences.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children's language is developing well. They have emerging self-confidence to speak to others about interests, for example the three-year-old responding to questions about her visit to Longleat. Children are beginning to recognise rhythm in spoken words. The good labels on items and information around the setting ensures children are aware that print carries meaning. Children are beginning to recognise their own names. They hold tools appropriately when drawing and painting.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children show an interest in numbers and counting. They use some numbers accurately in play, for example a three-year-old counting five candles on a "birthday cake". Children are developing an awareness of size, shape and positional language, for example the three-year-old who talked about a kite being "like a diamond". Children show an interest in number problems, but the daily routine is not used sufficiently to develop the understanding of simple practical problem solving.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children confidently examine objects and living things to find out more about them. They have opportunities to develop an awareness of changes such as in the weather and in growing plants. Children competently perform simple functions on the computer. They have the opportunity to explore different cultures and traditions through themed activities. Children remember and talk about significant things that have happened to them. They can differentiate between past and present.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move freely with pleasure and confidence. They negotiate space successfully when playing racing games. Children are beginning to understand healthy practices, for example the three-year-old who knew that sun cream was to "stop the sun burning me". Children use one-handed tools with increasing control. However, children's large muscle skills are not being extended or challenged. Their access to the outdoor area is limited by the nursery routine.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Children are beginning to understand that different media can be combined. They choose particular colours to use for a purpose, such as the three-year-old who wanted a pink pen to colour in the clothes on her drawing. Children sing a few simple songs. They sing to themselves and make up simple songs, for example the rhyming names which a three-year-old sang. Children's freedom to express their creativity is sometimes limited by the expectation of an end product.</p>	

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 everyday routines to encourage simple practical problem solving
- improve the range of planned large physical activities for the children to help them to move on to the next stage in their development

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.