



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY240005

DfES Number:

### INSPECTION DETAILS

Inspection Date	10/07/2003
Inspector Name	Sally Elizabeth Lee

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Daisykins Ltd
Setting Address	3 Whitehall Road Rugby Warwickshire CV21 3AE

### REGISTERED PROVIDER DETAILS

Name	DaisyKins Ltd
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### ORGANISATION DETAILS

Name	DaisyKins Ltd
Address	3 Whitehall Road Rugby Warwickshire CV21 3AE

## 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

Daisykins Nursery operates from a large Victorian house situated close to Rugby town centre. They offer full day care to children aged nought to five years from 08.00 to 18.00, five days a week all year round. Children who attend come from Rugby and the surrounding rural area.

Children under three years are cared for on the ground floor of the property with small separate care rooms for children under and over 2 years. There is a separate sleep area and changing/toilet area, and the nursery kitchen is situated on this floor. Pre-school children are cared for on the first floor, with small playrooms and, in addition, special rooms for eating and for physical play. There is small enclosed rear play area.

There are currently three funded four-year-olds attending. None of these have special educational needs or have English as an additional language. The nursery has a staff group of 15, including the cook, 11 of who have childcare qualifications. The nursery has support from the Early Years Partnership advisory teacher.

### How good is the Day Care?

Daisykins offers satisfactory care for children. The premises are clean and well maintained and offer a comfortable, child friendly environment where children feel happy and settled. Provision for babies and children under 3 is very good. Staff give a high priority to meeting babies individual needs for eating and sleeping. Interaction with babies and very young children is good. Staff plan and prepare interesting sensory experiences for them, and enjoy playing and talking to them. In the pre-school unit staff do not always spend time with the children developing their language and imagination. Children's behaviour is not always appropriate or challenged by staff and resources are not used to promote children's learning and development.

Health and safety procedures are in place in the nursery but are not always carried

through in practice. Healthy, nutritious meals are cooked on the premises. Care is not always taken to ensure that children develop a positive attitude to food and to make drinking water available for children at all times.

Partnership with parents is good. Each child has written daily feedback about their routines and achievements. The key worker system works well and enables parents to exchange regular information about their child. Newsletters and parents evenings also help to ensure parents are fully informed about the care their child receives.

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

Not applicable, as this is the first inspection.

#### **What is being done well?**

- Provision for babies and children under 3 years is very good. Staff give careful consideration to children's individual routines for eating and sleeping. They interact well with the children, talking and playing with them. They plan activities well to give babies and toddlers a wide range of interesting, imaginative experiences.
- Partnership with parents is good. The key worker system and daily written diaries and sheets keep parents well informed of children's daily activities and achievements. There is a prospectus and parent pack, which together with regular newsletters and parents evenings, keep parents informed about the care the nursery offers.
- The nursery premises are clean and well maintained. There are good systems in place to ensure the security of children.

#### **What needs to be improved?**

- interaction with children in the pre-school unit to support their learning;
- hygiene procedures to ensure policies are followed through in practice;
- the availability of drinking water to children;
- nursery policies to ensure they are clear and concise and work in practice;
- the use and range of resources to promote children's learning and development and to reflect positive images of disability;
- children's access to toys and resources;
- role models provided to children with regard to food;
- organisation of staff and children in the pre-school unit to facilitate good behaviour management.

**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 must take the following actions by the date shown**

Std	Action	Date
3	ensure that resources and activities, play opportunities and first-hand experiences are provided, which allow children to build on their natural curiosity as learners, develop their language and mathematical thinking, use their imagination and develop social relationships;	16/07/2003
11	create an environment that encourages good behaviour.	16/07/2003
7	ensure good hygiene procedures are in place and are carried out in practice;	16/07/2003
7	ensure children are encouraged to learn about personal hygiene through daily routines;	16/07/2003
8	ensure fresh drinking water is available to children at all times;	16/07/2003

**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
5	encourage children to access toys and equipment;
8	encourage children to have a positive attitude to food;
9	increase the range of resources to reflect positive images of disability;
10	ensure staffing arrangements are designed to meet the needs of individual children;
2	ensure policies are easily understood by staff and parents and work in practice;
5	ensure resources are used to provide a balanced range of activities to

	promote learning in all areas;
11	include details of how behaviour is managed in information given to parents;
13	ensure child protection procedures are shared with parents.

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

### **How effective is the nursery education?**

Daisykins nursery provides a bright, welcoming environment, however children's progress towards the early learning goals has significant weaknesses.

Teaching has significant weaknesses, which is evident in the staff's lack of knowledge of the foundation stage. Activities are generally directed by staff and children are not provided with opportunities for free choice and they do not learn to become independent. Staff: child ratios are good but staff interaction with the children is poor and they miss opportunities to extend children's learning. This is evident in all areas but especially in personal, social and emotional development and knowledge and understanding of the world. Some interesting and practical activities are provided but older and more able children are not challenged within these activities. The planning of activities is currently being updated together with the assessment system.

Sessions are organised with long periods of time with little to occupy the children and behaviour can deteriorate. Children are not given clear and consistent boundaries, or sufficient challenge to occupy them.

Leadership and management have significant weaknesses. There is no system for formal staff meetings in place. The quality of the education provided is monitored informally, but there is no formal way of passing on concerns or observations.

The partnership with parents is very good. Parents are well informed about the nursery provision through newsletters, parents evenings and home link sheets. There is a key worker system in place and a parent's forum to provide feedback to the nursery management.

### **What is being done well?**

- Children's enjoyment of books and stories is fostered appropriately. They listen to stories in groups and individually. They can re-tell stories and understand that print carries meaning and is read from top to bottom and right to left.
- Songs and rhymes are used well to develop children's understanding of numbers and simple calculation.
- Partnership with parents is generally good and assessment of children's development is shared with parents.

### **What needs to be improved?**

- staff's knowledge and understanding of the early learning goals and stepping-stones to enable children to make progress;
- the use of freely chosen activities and resources to give more opportunities for children to become independent learners in all six areas of learning;
- the organisation of time and deployment of staff between activities in order to provide more focus;
- children's understanding of what is right and wrong and why;
- more opportunities for the older and more able children to work at their appropriate level of learning and to provide more challenge for them.

<b>What has improved since the last inspection?</b>
First inspection

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children's progress in personal, social and emotional development has significant weaknesses. Children sit quietly in groups and listen to stories, and are learning to take turns. However children lack confidence and independence and are very dependent on directions given to them by staff. Children interact with each other but staff's interaction with children is generally poor and children's behaviour was disruptive at times.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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Children's progress in communication, language and literacy has significant weaknesses. They show an interest in books, stories, songs and rhymes. They listen and respond well. They use language to relate experiences. They are able to recognise their names, and some letters. However they are not confident speakers and staff do not always extend their vocabulary. They had few opportunities to explore their writing skills and are not making good progress in forming letters.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children's progress in mathematics is generally good. They can count up to 10, and make simple calculations. They sort and use measure in cooking activities, and are learning to use mathematical language and recognise simple shapes. Staff missed opportunities to challenge older children and to use mathematics in daily activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Significant Weaknesses
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Children's progress in knowledge and understanding of the world has significant weaknesses. Children have some opportunities to explore and investigate their environment but they lack confidence and motivation. They are learning to design and construct and to use technology but staff do not extend their learning. There are few opportunities for children to develop an understanding of their own cultures and beliefs or those of others.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children are making generally good progress in physical development. They are learning to move safely around the nursery, to be aware of space and of other children. They climb, use wheeled toys and use a range of small and large equipment. They do not explore the importance of keeping healthy or recognise the changes that happen to their bodies when they are active.



CREATIVE DEVELOPMENT	
Judgement:	Significant Weaknesses
Children's progress in creative development has significant weaknesses. They enjoy singing songs and using role-play. They use their imagination in movement. They have few opportunities to use their imagination in art and design, music and dance, or to respond imaginatively to what they see, hear, taste, touch and feel. Their progress in exploring colour, texture, shape and form in 2 and 3 dimensions has significant weaknesses.	

**Children's spiritual, moral, social, and cultural development is not fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- expand staff's knowledge and understanding of the early learning goals.
- increase the availability of child led activities and independence in selecting resources and materials.
- improve the organisation of sessions to give more focus and clearer expectations of the children.
- provide more challenge for older and more able children to enable them to make progress in all areas of 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.*