

Daffodils Day Nursery

Inspection report for early years provision

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Inspector Pamela Paisley

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Daffodils Day Nursery opened in 2010. It is one of two nurseries owned by the provider. The nursery operates from in converted house in Thornton Heath near the town centre. Children mainly come from the local area. The nursery opens Monday to Friday from 8.00am to 6.00pm throughout the year .

All children share access to a secure enclosed outdoor play area. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 18 children aged one to under eight years at any one time. There are currently 22 children in the early years age group on roll. The nursery employs seven members of staff, five of whom hold an early years qualification and two members of staff are working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides an inclusive and welcoming environment where children are making good progress in their learning given their starting points and capabilities. Parents and carers are encouraged to be involved in supporting their children's learning and development. Children enjoy their time at the setting and learning opportunities help to meet all children's needs well. Effective steps are taken by the setting to monitor and evaluate its provision for children to bring about further improvements to the service they provide.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- provide more opportunities for children to self select play materials and serve themselves at meal times in order to promote an enhance their independence
- ensure an accurate record is kept of visitors on the premises
- ensure a clear record is kept of medicines administered to children.

The effectiveness of leadership and management of the early years provision

Effective procedures promote and safeguard children's welfare within the nursery. Staff have a good understanding about child protection issues and how to proceed if they have concerns about a child in their care. Partnerships with parents and carers are well established. Relationships are honest, open, trusting, friendly and professional. Staff regularly ask parents for feedback and suggestions, often using

questionnaires. Parents gave very positive feedback during the inspection about the service provided. They are very satisfied with the care their children receive and information about children's achievements, well-being and development. Parents are given clear information about the setting and their children's progress through regular newsletters and open evenings. The nursery has close links with children centres and other nurseries in the local area to ensure continuity of learning and care. The nursery has a full range of policies and procedures, including one for complaints. These are regularly reviewed, updated, and shared with parents. All required records are in place, although medication records are not always clearly documented and an accurate record is not always kept of visitors on the premises. Rigorous risk assessments are carried out to minimise risks to children. The nursery is well organised and children are cared for by staff who are committed to providing a valuable service for parents. There are effective recruitment procedures in place and staff are encouraged to attend training to develop their knowledge and skills. Children are assigned a key person who ensures that every child receives appropriate support in their learning and development. Staff are strongly committed to inclusion and meet children's individual needs well. There is access to a broad range of play materials and toys that are suitable for the varying ages of children who attend. The nursery regularly monitor and evaluate the service they provide to maintain continuous improvement. They have future plans to develop the outdoor area so that children will be able to grow vegetables and flowers and play outdoors in all types of weather.

The quality and standards of the early years provision and outcomes for children

Staff know the children well and use focused activities to ensure each child's individual learning and development needs are met effectively. Staff plan and provide a wide range of stimulating and challenging indoor and outdoor activities that fosters active learning. Staff have a good understanding of child development. They use the Early Years Foundation Stage guidance well to promote children's learning, social, physical and economic well-being. Observations and assessments and the information gained from them are used effectively to plan for children's next steps of learning. Children are developing good communication skills and are learning how to speak French. They are beginning to link sounds to letters, recognise their name in print and name and sound letters of the alphabet. Mark making is encouraged and older children are learning how to write their own names. Children are becoming aware of diversity as they celebrate festivals throughout the year and recently benefited from a parent coming into the nursery to share their culture. Children have access to a broad range of resources, play opportunities and activities, which reflect diversity and acknowledge cultural differences. Programmable toys and computers are readily accessible, giving children good opportunities to find out about and identify the uses of everyday technology. The children are learning about living things as they investigate the life cycle of different mini beasts such as ladybirds, flies, grasshoppers, beetles and scorpions.

Role-play is thoroughly enjoyed by all the children. They can dress up in various

different costumes, hats, use bags and select from a wide range of kitchen and home equipment in the home corner. Sand, water, paints and arts and crafts materials are provided so that children can experiment and explore but children do not always have opportunities to self-select and initiate creative activities. Babies' physical needs are met well, for example consistent routines with regards to feeding, changing and sleeping are implemented between home and nursery. Babies receive good support from staff that interact well with them. Staff know them well and babies benefit from secure relationships with adults who actively listen and give them their full attention when they try to communicate. Children benefit from a range of activities outside the setting. They go for walks to the shops equipped with shopping lists to buy ingredients for cooking activities and visit the local library. Books are accessible and children enjoy listening to stories and looking at books independently. Children have good opportunities to engage in daily physical exercise. The outdoor play area is well used so children can use slides, balance on a see-saw, kick, throw and catch balls, and climb a range of apparatus. Children take part in music and dance sessions and enjoy action rhymes which encourage stretching exercises and help them to develop increasing control and coordination.

Children are developing a good understanding of healthy eating as they make selections from healthy options of different fruits at snack time. Healthy and nutritious meals are provided each day, including snacks. A vegetarian option is offered and menus are rotated on a four-weekly basis. Children benefit from meals that are freshly cooked each day on the premises with their dietary and religious needs effectively catered for. Mealtimes are relaxed, social occasions when children and staff sit together to enjoy their food and each other's company. Fresh drinking water is available throughout the day so children can help themselves to drinks when they are thirsty, although children are not always given opportunities to serve themselves at meal times. Children are confident and play well on their own and with each other. Children show good levels of independence and older children are able to put on their own coats, hat, scarves when going to play outdoors and manage their own personal hygiene.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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