

# Bumpsa Daisies Nursery

Inspection report for early years provision

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**Unique reference number**

EY152305

**Inspection date**

07/09/2010

**Inspector**

Elizabeth Coffey

**Setting address**

Overton Park Pavillion, Overton Road, Sutton, Surrey, SM2  
6QT

**Telephone number**

020 8661 5533

**Email**

bumpsa\_daisies@hotmail.com

**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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Bumpsa Daisies Nursery first registered in 2003. It is one of two nurseries that are privately owned. It operates from a converted pavilion within Overton Park, in the London borough of Sutton. Children are cared for in group rooms according to their age. There is access to a secure enclosed outdoor playarea. The nursery is open from 08:00hours to 18:00 hours for 51 weeks of the year.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is registered to care for a maximum of 40 children in the early years age group, of whom 27 may be under two years at any one time. There are currently 44 children on roll. The nursery employs 13 staff, eight of whom hold relevant qualifications and five of whom are working towards a qualification. Children attend on both on a full-time and part-time basis. The nursery supports children with learning difficulties and disabilities and with English as an additional language. The nursery receives support from the local authority early years department.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are treated with warmth and respect in a welcoming child-centered environment. They respond well to the care and support they are given and make positive progress in their learning and development. Staff provide a fully inclusive service, supporting all children to participate fully in activities which meet their individual interests and developmental needs. Good partnerships with parents and other agencies ensure that children's needs are met well. The motivated manager and staff team demonstrate a positive attitude to self-evaluation and commitment to continually improving the provision in the future. However, current systems are not always sufficiently robust to ensure prompt action is taken to address any areas for improvement.

## **What steps need to be taken to improve provision further?**

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

- develop systems of self-evaluation to further identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- ensure that observations and assessments are used to identify learning priorities and plan relevant and motivating learning experiences for each child, that are shared with parents

## **The effectiveness of leadership and management of the early years provision**

There is a strong emphasis on safeguarding children. Staff have attended child protection training and are fully aware of the procedures to follow if they have concerns about a child. Robust recruitment and vetting procedures ensure that staff working with children are suitable to do so. Staff are extremely vigilant about ensuring children are very well supervised at all times. Full risk assessments and daily checks of the nursery and areas used by children are completed to ensure risks to children are minimized. Daily checks of the nursery and areas used by children also take place. Staff are well aware of the fire evacuation procedures, so children can be evacuated from the premises quickly and safely.

Children feel safe in the setting as they approach staff easily. Most children are very self-assured and confident. If a child becomes upset at any time they are comforted by caring staff with cuddles and positive comments. Steps are taken to ensure babies and very young children are protected from choking hazards such as toys with small detachable pieces. As children mature they are taught the importance of keeping themselves safe and behaving in a manner that does not endanger themselves or others, for example handling scissors and equipment with due care.

Staff have appropriate qualifications and their good knowledge of each child's needs ensures their welfare and learning are well promoted. They access regular training to enhance their childcare practice. There is a wide range of toys and equipment to meet children's needs, and children are able to self-select from easily accessible resources. All required policies are in place for the safe management of the nursery. The manager and staff team continually consult with each other and the parents about the strengths of the nursery and what improvements can be made to improve the outcomes for children, via regular discussions and use of a 'Parent's Voice' questionnaire. Good systems are in place to support children's transition to local schools which they move on to when they leave nursery.

Parents are greeted in a friendly manner as they arrive and are provided with verbal feedback about what their child has been doing and the care they have received. A display of photographs of children engaged in activities coupled with details about the six areas of learning, provides parents with excellent information about how children's learning is promoted through play. Written observations are completed on all children and available to parents on request. However these are not clearly used to identify next steps in individual children's learning resulting in no clear system between staff and parents of sharing how children can be best supported in all areas of their learning and development.

The staff are committed to providing an inclusive environment for all children. Systems are in place for supporting children with special education needs and/or disabilities. Staff show sensitivity to children who have English as an additional language, learning key words in their home language, resulting in them quickly

settling and enjoying their time at the nursery.

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

Staff have a good understanding of the Early Years Foundation Stage. They plan and provide a range of adult-led and child initiated activities in line with the early learning goals. Children make good progress in their learning and development because staff provide activities that build on their interest and provide sufficient challenge and opportunities for children to develop new skills.

Children's creative skills are nurtured and their bright and colourful works of art decorate the walls in the nursery. Older children become engrossed as they participate in making a volcano model whilst younger children enjoy exploring the different textures and sounds of treasure basket contents. Children spontaneously join in with familiar singing and rhymes as they play and have fun in both planned and impromptu music sessions where they sing and dance and play musical instruments.

Children are learning to recognise print from the use of labelling throughout the nursery. Children mark-make with pleasure using writing materials which are easily accessible to them and some more able children are able to form recognisable letters. Lots of animated conversations take place between staff and children and good use of open ended questions encourages their learning and thinking. For example, staff engage children in conversations about the weather and help them to explore and understand the changes different seasons bring. Children are developing confidence in using information and communication technology, as they demonstrate good mouse control when playing learning games on the computer.

Children thoroughly enjoy the secure outdoor area which is well equipped with play resources to consolidate and extend their knowledge and understanding in all areas of learning. They enjoy catching and kicking balls, balancing on brightly painted tyres and riding cars and bikes around the garden. They use their imaginations very well on first hand experiences as they pretend to make pies using sand and putting them in the play cooker to cook. They busily water the vegetables they have planted in the garden and squeal with delight when they discover a new runner bean that has ripened on the plant.

Children develop positive self-images as they talk proudly about themselves and their families. Well planned topics and activities help children to learn about the wider world and appreciate different festivals. They have good opportunities to discover the local community as they make regular use of the adjacent park and playground equipment. Mealtimes are a relaxed social event where children enjoy chatting to staff and each other and eating healthy foods.

Staff have warm and caring relationships with the children and support their needs very well. They have a consistent approach to managing children's behaviour and are excellent role models. They give children praise and encouragement

throughout the day, which results in children having high levels of self-esteem and confidence.

Children's health is promoted through healthy eating and physical activities. Nutritious meals are provided, and fresh vegetables which the children themselves have grown in the garden, are incorporated in the menu where possible. Fresh drinking water is readily available with older children helping themselves from the water dispenser and babies and younger children being offered regular drinks throughout the day.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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