

Daisy Chain Day Nursery

Inspection report for early years provision

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Inspector

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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

Daisy Chain Day Nursery is a privately owned nursery, linked to Torwood House School. It opened in 1995 and operates from a single-storey building that was specifically converted for its current use. It 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. The nursery is registered on the Early Years Register to provide care for a maximum of 36 children aged from two years to the end of the early years age group at any one time. The nursery opens five days a week all year round, apart from Bank Holidays and Christmas, from 8:00a.m. to 6:00p.m. All children share access to two secure enclosed outdoor play areas.

There are currently 30 children from two to four years on roll. Of these, 20 children receive funding for early education. The setting serves the local and surrounding areas. Children attend for a variety of sessions. The setting has experience of supporting children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery employs four members of staff. All staff have appropriate early years qualifications. One member of staff holds Early Years Professional Status. Both managers are appropriately qualified and one is a qualified teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make exceptionally good progress in the care of very well qualified and committed staff. The nursery offers an exciting and stimulating environment where every child is highly valued as a unique being and their individual needs identified and met. Strong partnerships are built with parents and others involved in the care of children, resulting in the excellent provision. The manager and her staff continually strive to improve the setting by effectively using self evaluation to identify next areas for development, thus demonstrating a strong capacity for continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- enhancing the outdoor play areas to provide further physical challenges for children

The effectiveness of leadership and management of the early years provision

Staff have an impressive knowledge and confidence of how to safeguard children. They attend regular training and know the comprehensive safeguarding policy very well. The nursery has experience of working collaboratively with other services. The recruitment policy and procedure is rigorous and ensures that all staff are recruited with regard to employment legislation and are suitably qualified and checked. A thoughtful and supportive induction programme offers new staff a positive introduction to the setting and inspires confidence. Staff members continuing suitability is assured through regular supervision and appraisals. The nursery has a firm commitment to training and development for all staff. Children are kept safe through detailed risk assessments and robust daily checks of all aspects of the provision. All accidents are carefully logged and monitored to identify any risk areas or problems with equipment. There are strident arrangements in place to ensure that children are never left unsupervised with adults who have not been checked. All visitors to the setting are identified and their visit recorded. Children learn to keep themselves safe through good guidance, thus, they are free to choose tools and equipment to support their spontaneous play.

Each child is valued and their individuality nurtured through excellent partnerships with parents and others involved in their care. For example, children's home languages are reflected in the nursery and their heritage and cultures celebrated. The special educational needs coordinator is skilled at identifying when children need extra help and ably supports key persons should they have concerns about a child. One key person is developing the use of sign language with all children, this helps with communication and children start to learn about people's differing needs. A wonderful choice of resources is made freely available to children to support their play and learning. Many resources are home-made or recycled, teaching children about sustainability as well as stimulating imagination and posing opportunities for problem solving. Children's own work is highly valued and used on posters and labels throughout the playrooms. Staff are expert at responding to support children as they freely move in and out of the rooms or choose to play outside. Partnerships with parents are of high importance in ensuring every child's needs are met and their individuality fully considered. Parents are given high quality information from the start. Staff make time to offer verbal feedback every day; parents are given clear information about every aspect of the nursery in both hard copy or by email. Parents learn about their children's development through the carefully documented learning journey documents to which they are encouraged to contribute their own observations and comments.

The manager has worked with staff to complete a detailed quality assurance evaluation of the setting. Parents have completed feedback and made suggestions, some of which have already been actioned. They have identified areas for development and continually strive to make further improvements. For example, since the last inspection the outside areas have been improved to provide exciting opportunities for children to explore and extend their physical skills. However, further developments are under way with staff and children eagerly awaiting new

equipment to offer new challenges. The high level of skills amongst the staff group and their determination to constantly improve the setting means that children enjoy best possible chances to achieve their potential and make exceedingly good progress.

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

Children thoroughly enjoy their time at the nursery. They are offered a sumptuous menu of activities often initiated by their own interests. Staff are highly skilled and share their joy and laughter with children who happily settle and make excellent progress in their learning and development. The playrooms are set up carefully to provide opportunities for children to progress their own learning. Children are enthusiastic and eager learners. They are confident to choose their own activities and to involve staff when needed. Staff use their expert knowledge and understanding of how children learn to respond intuitively to promote children's learning. For example, a young child sits at the writing table to write a card. She writes her name recognizably. A member of staff notices her writing and engages her in writing invitations to other children. She chooses her friends and helps the adult spell their names, she peruses the list and starts to sound out letters of some names. The member of staff asks how many boys and girls are on the list, they count together and realise that there are more girls than boys. The child is asked if she would like to make the numbers even and suggests more boys to add to even the list. Thus, from one very simple child-initiated activity counting, simple calculations and writing skills are progressed. Staff use their imaginations and knowledge of the children very effectively. One group of young children enjoy body painting which extends to mark making, one boy is painted from head to toe with numbers and proudly recognises his favourite numbers up and down his arms and legs. A passing member of staff recognises the fun the children are having and suggests using a mirror to view themselves from different angles, children quickly realise that 'painty' feet make excellent ice skates on the shiny surface. Children exercise energetically in their 'gym' and organise a disco with lights and street dancing! They excitedly observe the natural world and learn about life cycles and explore the nearby Downs. Children express themselves freely with a fascinating variety of materials and media.

Key persons maintain meticulously detailed learning journey documents which record children's achievements and track their progress towards the early learning goals. These documents are used to plan a wonderful of interesting and stimulating activities designed to reflect each child's interests and promote the next steps in their learning. Parents contribute their own comments and observations to help build a richly illustrated story of each child's learning. Through such positive partnerships, knowledgeable staff and stimulating resources and activities children make excellent progress in relation to their starting points.

Children's health and well-being needs are extremely well promoted. They learn to recognise and meet their own physical needs, visiting the toilet independently and choosing whether they need to wear coats outside or not. Children quickly learn

the importance of good hygiene routines and take pride in assuring staff they have washed their hands! Staff involve children in fire drills at differing times and with different groups of children, therefore they begin to learn about safety. At lunch time special helpers are chosen to help serve lunch to each table. Children proudly set tables and wheel their trolley to deliver a delicious salmon pasta bake which is quickly devoured by most children. The nursery caters for children who have special dietary needs and ensures their food safety by displaying details with photographs on a kitchen cupboard door. The nursery engenders a feeling of inclusion for all children and their parents, who are very appreciative of the wonderful experiences offered their children. Children are happy, confident and make extremely good progress in the care of loving and expert staff at this outstanding setting.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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