

Daisy Chains Day Nursery

Inspection report for early years provision

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EY410034

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16/02/2011

Inspector

Linda Moore

Setting address

Daisy Chains Day Nursery, 39a Tape Street, Cheadle,
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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*.

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.

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Description of the setting

Daisy Chains Day Nursery opened in 2010. It operates from four rooms in a converted business premises in Cheadle, Staffordshire. The nursery serves the local and surrounding areas. Children attend for a variety of sessions. The nursery opens five days a week all year round apart from one week at Christmas. Sessions are from 7.30am until 6pm. The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 51 children may attend the setting at any one time. There are currently 75 children on roll, 70 of whom are within the early years age range. There are 10 staff who work with the children. All have early years qualifications to Level 2 or 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in this friendly and inclusive setting. Staff show they are fully aware of children's interests and capabilities and provide exciting activities and experiences that enable them to make good progress in all areas of learning and development. Strong partnerships are fostered with parents and outside agencies to help ensure children receive the help they need. Although the self-evaluation system is still developing, staff show a strong capacity to improve as they reflect on their practice and are clear about the areas they wish to develop.

What steps need to be taken to improve provision further?

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

- review how information from parents is complied with, in relation to the appropriate content and use of drinks they supply for children
- develop further observation and assessment systems to ensure records are clear and accessible to everybody who needs to see them
- develop further quality and improvement processes to monitor and evaluate the strengths and weaknesses of the provision.

The effectiveness of leadership and management of the early years provision

The manager and staff work effectively together to provide a warm and welcoming service for children and parents. Children are safeguarded as staff have a strong knowledge of child-protection procedures and a clear understanding of how to report any concerns. The appropriate vetting and induction of staff ensures everyone who works with children are suitable to do so. Robust procedures are in place to ensure children are kept safe on the premises. Comprehensive and detailed risk assessments are carried out for all areas used by children and any outings they undertake. Suitable procedures are in place for the arrival and

collection of children and there is good security of the premises, with a closed-circuit TV and any attendance by visitors recorded. Regular fire evacuations are carried out and records kept. These measures help protect children from harm and neglect.

An inclusive environment is provided for all children who attend the setting. Play areas are organised and decorated effectively to create a vibrant and stimulating environment that engages children's curiosity and interest. Rooms are well resourced with easily accessible toys and equipment that supports children's progress towards the early learning goals. Children benefit from the recently refurbished outdoor play area that has a range of equipment and soft play surfaces to keep them safe. Good relationships have been established with parents and outside agencies to ensure every child's needs are identified and met. Parents are provided with good quality information about the Early Year's provision through written information and the numerous displays throughout the setting. Their opinion is sought about how the nursery is run through questionnaires and their suggestions and comments are requested.

Children's good health and wellbeing is generally well promoted. Effective routines and procedures are in place to ensure all areas of the premises and all equipment are kept clean in order to minimise cross-infection. Nutritious and well-balanced meals and snacks are provided. Staff obtain information from parents about their children's individual needs and they strive to ensure these requests are respected and accommodated. However, staff's desire to facilitate parents' wishes can compromise children's wellbeing. For example, staff did not discuss with parents the inappropriateness of providing sugary drinks to children in bottles, allowing them to drink juice from a bottle for a prolonged period of time. This could result in dental problems.

Staff have a good knowledge and understanding of the learning requirements within the early years foundation stage. A suitable system is in place for observing and tracking children's progress to ensure their learning is a continuous journey. Although the system is generally effective, there are minor weaknesses in that some records are not dated and not all information is organised in a clear and accessible way. Parents are able to look at their child's learning profile at any time and are encouraged to contribute towards it through writing small observations at home on 'sparkle leaves'. These are then displayed on a 'sparkle tree' in each room. This helps provide a positive link between home and the setting. Staff meet regularly to discuss and reflect on their practice and are committed to improving the provision. They have begun to self-evaluate the service they offer although this is in the early stages of development.

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

Children are happy, confident and active learners. They enjoy their time at the setting as staff are caring, considerate and sensitive to their needs. An effective key worker system is in place and this enables children to develop warm and trusting relationships. Consequently, children build confidence and self-esteem as

they interact positively with staff and their peers. Staff observe children as they play to determine what they can do and identify their next steps in learning. This enables them to plan effectively for each child's needs and ensure activities are age-appropriate and suitable to their ability level. Staff interact well with children as they play. They use children's ideas to extend activities and challenge children to think by asking good open-ended questions. This all helps to effectively promote their learning and, as a result, children flourish in the setting.

A wide variety of activities are provided and these are organised well to offer a balance of adult-led and child-initiated play. Children are able to access resources independently. For instance, mark-making materials are freely available. Other mediums such as sand and flour are used to help children practice forming letters and shapes. The environment is rich in print, such as signs and labels, so children can learn about words. They enjoy daily opportunities to be creative with art and craft resources such as drawing, paints and glues. They explore different mediums and create new effects and textures, for example, using glue to stick cotton wool onto paper. Children show excitement as they feel the wool and glue on their fingers and they develop skills as they use tools such as glue sticks. Water play with different sized containers and vessels helps children learn about capacity and measure. They can freely access a maths table that has weighing scales and different sized objects so children can weigh, compare and categorise them according to their shape and size.

Children are able to express their thoughts, ideas and feelings in a variety of ways, such as through role-play and music sessions. Staff and children look through the contents of their special dance box. They feel and look at the different items such as foil, bells and ribbons. Children answer staff's open-ended questions well and can clearly describe what they see and hear. They suggest that foil when crinkled sounds like a drum, so staff suggest they get a drum out and see if it sounds the same. They do this and when they hear the drum they decide it has a different sound. Staff ask them to listen to which sound is the louder, the drum or the foil. Children listen carefully as staff play different instruments that are hidden and they are able to recognise and name each one. Children enjoy dance and exercise to music using bells and ribbons. They make circles with their arms, or stretch their hands in the air or to the floor.

A variety of activities are used to enhance children's awareness of the wider world. Wall displays include images of all types of people so children become familiar with and learn about similarities and differences. Books and toys are available in each room to further develop the children's understanding of inclusion and diversity. These promote discussion through which children learn to accept and respect different cultures, views and lifestyles. Children learn the importance of exercise and healthy diets to remain fit and well. Mealtimes are organised effectively. Older children are able to serve themselves and this promotes independence and decision-making skills. Children have excellent opportunities for physical activity, both at the setting and during organised outings such as swimming. Children play well alongside one another, sharing and taking turns. They show a good understanding of rules and listen well to instruction. Staff explain why certain behaviour is important and how their actions can effect others. For example, when older children come downstairs to play outside, they are reminded to think about the younger babies downstairs and how they might become upset at hearing

sudden loud noises. Staff provide children with timely reminders about safety, for example, not to run indoors or walk around with scissors. The calm and consistent attitude of staff contributes towards children's good behaviour.

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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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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