

Daisy Chain Nursery

Inspection report for early years provision

Unique reference number	EY219513
Inspection date	15/02/2011
Inspector	Sarah Williams
Setting address	Royal Court, Maldon, Essex, CM9 5DA
Telephone number	01621 859991
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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

Daisy Chain Day Nursery opened in 1991. It operates from purpose built premises close to Maldon town centre, in Essex.

The setting is registered by ofsted on the Early Years Register and the compulsory and voluntary Childcare Registers to care for a maximum of 74 children at any one time and there are currently 135 children on roll.

The group opens five days a week all year round. Sessions are from 8am until 6pm.

There are 20 members of staff working with the children. All staff have appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress towards the early learning goals as they enjoy a range of activities and have access to play resources designed to promote their all round development. Children's needs are well met and they are recognised as unique individuals. The partnership with parents is strong and ensures an effective two way flow of information is maintained. The staff constantly evaluate and reflect on their practice and the setting has a vision with achievable and realistic goals for future developments which will bring about improvement for all children.

What steps need to be taken to improve provision further?

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

- make hazardous areas inaccessible to children (this refers to the side path where bicycles are stored)
- ensure that daily plans have sufficient detail to enable staff to prepare activities and resources in advance so that children are not kept waiting
- aim for consistency in children's developmental records to show what children can do and what they need to do next to advance their learning

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded as the provider is aware of her responsibilities and follows appropriate policies and procedures designed to protect children from harm or neglect. Generally, children are safe and secure as risk assessments are undertaken both within the setting and for any outings. Some areas need adjustments to ensure that children do not come to any harm and are fully protected from hazards. Staff at the setting have a good understanding of diversity

and inclusion and meet all children's needs well, for example, children whose first language is not English or who speak more than one language are very well supported. Books and resources such as stories from many cultures enrich children's understanding of the wider world. Where it is identified that external help is required to ensure children reach their full potential, the provider ensures this is in place and is able to call upon a wider range of external support.

Partnerships with parents and carers are highly valued and seen as key to the smooth operation of the child care arrangements. A settling-in period helps children to be introduced gradually to the new setting. Parents are very positive in their feedback, returning questionnaires when these are issued and praising the flexible approach and quality of care their children receive. Their views are valued and changes made where possible. They support events and activities well, by providing resources and accompanying children on trips and special days.

The provider and senior staff are reflective and have worked hard to develop a very comprehensive self-evaluation to identify strengths at the setting as well as future actions which will improve outcomes for children. All staff and users of the setting are involved in the evaluation. Plans for future improvement include further development of the outside play areas to enable children to experience the full range of learning opportunities in all weathers. Recommendations from the previous inspection have been addressed, resulting in a safer and more comfortable environment for children and with improved learning outcomes.

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

Children can be seen to be making good progress in relation to their starting points. They choose what they would like to do during free play times and enjoy the activities and play opportunities provided as part of the continuous provision. They are able to use their imagination when playing, for example, with vehicles, animals and small world play figures, or when dressing up and using the role play props such as dolls. The resources are set out at low level making them easy to access, older children can ask for or select other items, developing their independence and decision making. Children follow simple rules to help them stay safe, for example, when walking down the stairs and getting ready for outside play. All children attending practice an evacuation plan so they know what to do in an emergency.

Babies and very young children can rest and sleep as they need to and are constantly monitored. They can explore a range of sensory toys and play equipment designed to aid their physical development such as manipulative toys, walkers, musical toys and balls. Staff are on hand to sensitively guide and assist them, without dominating the play.

Children are offered a balanced range of snacks, meals and drinks. Meals are prepared on the premises from fresh ingredients and are appetisingly presented and generous. Mealtimes are sociable and relaxed and children know the routines

well. Children take part in cooking activities and try new things when celebrating various festivals, such as noodles at Chinese New Year, helping to introduce them to some new tastes.

The outdoor play area is well equipped as an outdoor learning environment, with various play areas and opportunities for investigative as well as imaginative and physical play. A full range of wheeled toys including trikes and bikes is available as well as a sand tray and smaller scale equipment. Children are beginning to learn about recycling and environmental issues. The provider has identified the garden as an area for further development. Outings include a visit to a local 'splash park' where children are free to enjoy water play and fun in a safe and fully supervised way.

Children are clearly confident and 'at home' as they play and learn at the setting. They gain experience and important skills for the future by developing their literacy and numeracy skills through play and art and craft activities, as well as simple computer programs. On some occasions staff are less well prepared to deliver planned activities and children are kept waiting, resulting in them losing interest and missing opportunities to take part.

Children enjoy recalling events and past activities such as fun activity days, visits from people and emergency services, and community events such as a royal visit aided by many photographs displayed around the setting. These form a happy talking point for parents and children as they spot themselves and their friends. The children each have a Learning Journey which includes examples of work and observations to form the basis of a developmental record which is shared with parents and clearly charts achievements. Some of the next steps in learning are clear and well targeted, however these are not consistent across all areas of the nursery, as others are vague and lack focus and challenge for children. Younger children also have a daily diary charting the care plans and activities which parents are invited to contribute to, ensuring that everyone involved in the child's care is kept fully informed.

The provider is proactive in establishing links for children attending other early years settings, such as a pre-school or reception class, ensuring that any important information is shared and helping ensure continuity of care.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

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