

Daisy Chain Private Nursery

Inspection report for early years provision

Unique reference number

316008

Inspection date

21/03/2011

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*.

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 Chain Nursery was registered in 1990. It is privately owned and operates from four age-related play areas within a converted house in Bolton, Lancashire. The setting is open each weekday all year round from 7.30am to 6pm. All children have access to the outdoor play areas. A maximum of 50 children may attend the setting at any one time, of whom no more than 50 may be in the early years age range. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are currently 85 children aged from five months to four years on roll. Of these, 22 children receive funding for nursery education. The setting serves the local community and surrounding areas and supports children with additional needs and those who speak English as an additional language. Children attend for a variety of sessions throughout the week.

The setting employs 17 staff who work with the children, 14 of whom have early years qualifications. Three staff hold relevant degrees. The setting receives support from the local authority and is a member of the National Day Nursery Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The needs of all children are met well as staff recognise them as unique individuals. As a result, they make good progress in their learning and development. Effective relationships with parents, carers and other professionals help staff to promote good quality education and care. Children's health and welfare is effectively promoted through a wide range of policies and procedures. Self-evaluation is an integral part of the management of the setting, ensuring that staff are able to identify areas for improvements as part of an ongoing cycle. As a result, the setting shows a good capacity to continually improve.

What steps need to be taken to improve provision further?

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

- ensure that all staff develop skills in systematically helping children to learn so that they make connections in their learning, are actively led forward and can reflect on their learning
- ensure that all staff systematically use the observations of each child's achievements to identify learning priorities.

The effectiveness of leadership and management of the early years provision

Children are protected very well because staff have good knowledge of safeguarding issues. They have effective procedures for identifying a child at risk of harm and liaising with the appropriate child agencies. Safe recruitment and vetting procedures mean that suitable staff work with the children. Staff are well deployed throughout the nursery and there is a good key person system in place to ensure that each child receives individual care to meet their needs very well. The nursery has all of the required procedures and documentation for the safe and efficient running of the early years provision. Risk assessments are very thorough and cover all aspects of the setting including outings to ensure risks to children are minimised.

The environment is stimulating, well-organised and conducive to learning. Children's photographs and work adorns the walls giving them a sense of belonging. Inside and outdoors, resources are well-organised. As a result, children independently explore and investigate freely. The newly developed outdoor play areas are an asset to the nursery giving children lots of opportunities to explore natural materials and learn across all areas of their development. This is particularly beneficial for those children who learn better outdoors.

The nursery provides a service that is inclusive for all children. Staff readily adapt routines and activities so all children can take part. Children with additional needs are very well supported because staff understand their needs and work closely with their parents and other agencies. This means children make good progress in relation to their starting points. Children have plenty of opportunities to learn about the diverse world in which they live. They see positive images of people's differences and similarities through books and a good range of resources. Children also take part in activities celebrating a variety of festivals from around the world enabling them to learn to value and respect others.

The nursery staff work well in partnership with parents and carers to promote continuity of care and learning. Prior to a child starting, staff visit their home and parents contribute to their child's starting points in learning in a special booklet. Parents receive good information about the nursery, such as an information leaflet, some policies and procedures and regular newsletters. There is also useful information for parents displayed on the walls throughout the nursery. Parents are welcome to talk with the staff at any time and can view and add their comments to their child's development records, as result, providing very good continuity of care for all children. There are also regular parent's evenings when they further discuss the progress and achievements of their children. The nursery works well alongside other agencies involved in the care of children, such as speech and language therapists and health visitors. They work closely with local schools in the transition of children into their new schools and are currently developing systems to enable them to work more closely with other early years settings that children attend. Consequently, this enhances the continued progression of children's care, learning and development.

Management effectively share their high ambitions for the nursery and successfully implement improvements to provide good quality care and education. These arise through continuous evaluation that includes the views of parents, carers, children and staff. Changes have been made to the nursery owing to parents comments. For example, halal meat is now available for those children requiring it. Management use various tools for monitoring the effectiveness of the setting alongside the local authority. They quickly act on any recommendations identified to improve the facilities for children.

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

Children are happy and confident at the nursery. Their individual needs and learning styles are fully considered. As a result, they make good progress in their learning and development. Children take part in a variety of adult-led and child-initiated activities that are closely linked to their individual development plans and staff's observations of each child. As a result, children are enthusiastic about the activities because they reflect their interests and level of development. Children's learning journals are informative and demonstrate that children progress in the six areas of learning well. However, some are not rigorously maintained up-to-date, which potentially gives rise to gaps in learning. Most of the time staff's interaction with the children makes a strong contribution to the children's learning. However, some staff miss opportunities to extend learning by not actively leading children forward and challenging their thinking. Children are very enthusiastic and show good levels of communication and negotiation as they play alongside their peers. Children are also developing their early writing skills well. They have good opportunities to write for different purposes and have access to a range of writing resources which they select independently. Some three and four-year-olds can write their own names whilst others are writing recognisable letters of the alphabet. Pre-school children enjoy making their own books and then share these books with the babies, developing an understanding that print carries meaning.

Children are learning to be very independent in the setting. They confidently help themselves to resources. Babies are encouraged to feed themselves whilst pre-school children enjoy serving their own lunch. Children behave well. Young children are learning to share and take turns whilst the older children, on the whole, play fairly and talk about swapping books and taking turns. Children learn mathematical concepts through everyday activities. For example monitors are chosen to help set the tables at lunch time and they count how many knives and forks are needed for the number of children present.

Children have good access to information and communication technology to support their learning and to help them develop skills that contribute to their future economic wellbeing. Preschool children confidently use the computer and smart board to support their learning whilst babies and toddlers enjoy exploring the 'pop up' activities as they press buttons to find out what happens. Children also explore the different materials, colours and textures as they thoroughly enjoy designing and creating their pictures from collage materials. Toddlers and babies delight in using the treasure baskets and sensory bottles using all their senses. Children are

involved in lots of activities to help them understand the world around them. They learn about lifecycles as they plant and grow flowers, herbs and vegetables and they observe the changes to the seasons.

A healthy lifestyle is actively promoted with daily opportunities for children to play inside and outdoors at the setting where they practise their large physical skills. Children benefit from meals and snacks that are healthy, nutritious and support their individual dietary needs. For example, they enjoy eating a selection of fresh fruits daily as well as delicious freshly prepared meals on-site by the cook. Children talk about the vegetables making them strong because they have vitamins in them. In addition, children have good access to fresh drinking water which they can help themselves to when they are thirsty.

The children develop a good awareness of staying safe. Staff enable the children to take responsibility for themselves and use tools safely under appropriate supervision. They also take part in regular fire drills and learn about road safety during activities and when out on visits into the environment.

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

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