

Daisychain Day Nursery

Inspection report for early years provision

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Inspector Teresa Elkington

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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 owned by private providers Salolach Childcare Limited and was registered in 2010. It operates from a newly converted building in Three Bridges, Crawley, West Sussex. Children have access to a number of group rooms and to secure outdoor play facilities.

The nursery is registered on the Early Years Register. The Nursery is registered to provide care for no more than 40 children in the Early Years age group, and of these no more than 17 may be aged under 2 years at any one time. Currently there are 101 children aged from three months to four years on roll, attending at various times. This includes three and four year old children who receive funding for nursery education. The nursery is open each weekday from 7.30am to 6.00pm throughout the year. There is no provision for overnight care. Children attend for a variety of sessions, on a full or part-time basis. The nursery supports children with special educational needs and/or disabilities and makes provision for children who speak English as an additional language.

The nursery currently employs 21 members of staff, 14 of whom hold Early Years qualifications at Level 2 or above. One member of staff has qualified teacher status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a welcoming environment where the staffing team mostly recognise, support and value each child as an individual. Children have opportunities to engage in a range of first hand learning experiences, which supports their learning and development from a young age. There are effective systems in place for parents and staff to work together and to share information, thereby becoming equal partners in children's care and learning. Well focused plans for the nursery's self-evaluation and improvement enable positive outcomes for children.

What steps need to be taken to improve provision further?

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

- develop the support for children learning English as an additional language by using, for instance, the effective practice examples in the Department for Children, Schools and Families guidance 'Supporting children learning English as an additional language'.
- develop the role of the Key Person system to help children become familiar with the provision and to feel confident and safe within it.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded at all times, due to the staff team's clear understanding of their roles and responsibilities in protecting children, and the effective policies and procedures in place. Robust recruitment and vetting procedures are in place which ensure the continuing safety of the children. Risk assessments to support and secure the well maintained setting are in place, which helps to promote the children's safety. Children's good health and well-being is well promoted. For example hygiene routines are adhered to and the setting operates a healthy eating policy.

The setting has a strong commitment towards continuous improvement, which is supported through the continuous improvement plan and a setting based self-evaluation which is developed jointly by the manager and staffing team. Input from parents through the use of periodic questionnaires and well placed suggestion box, provides valuable feedback information for staff to evaluate the effectiveness of the nursery. Staff professional development is supported through the use of an appraisal system which provides opportunities to celebrate individual strengths and plan for additional support and training. Children have access to good quality resources and equipment which are supportive of their individual needs. Staff are well deployed within their roles within the setting. However the role of the key person is not fully supportive of new children starting at the setting, and does not allow them to quickly become familiar with the provision and to feel confident and safe within it. The setting is able to support children with special education needs and/or disabilities. Support for children learning English as an additional language is lacking, which does not promote an inclusive environment for all children.

The good communication between staff and parents ensures that children's individual needs are met. Daily routines, activities and the general well-being of the children is communicated both verbally and through the use of individual contact books. Parents have information available to them about day to day aspects of the setting through various notice boards and newsletters. Children's developmental progress is shared on a regular basis though both formal and informal discussions between staff and parents, ensuring a shared approach to individual learning and development. The setting is aware of the importance of forging links with other care providers and external agencies to ensure a cohesive approach to care and learning.

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

The setting is a vibrant place for children to spend time and they make good progress in their learning. They experience a good range of exciting and stimulating activities which meet their interests and developmental needs.

The environment, alongside the wealth of resources, is thoughtfully laid out. This enables children to make full use of the available space and to access a range of play experiences. This significantly promotes children's confidence and ability to make choices and enables them to take an active part in their play and learning experiences. On the whole, children are very relaxed and settled, which allows them to develop trusting relationships with staff. Younger children happily approach staff for cuddles and other support, showing that they are happy and relaxed in their care. Staff show a good understanding of the Early Years Foundation Stage and of how young children learn through first hand experiences and play. Regular observations are carried out by the key persons to assess learning and progress. These are recorded in each child's learning profiles and are used effectively to identify what each child needs to learn next, with information being used to plan activities to support further learning.

The organisation of the day ensures children have suitable opportunities for physical activity as well as provision for quiet, rest and relaxation. Children enjoy many opportunities to engage in a range outdoor play activities within the inviting and well equipped secure outdoor area. Children have access to a range of large play equipment to encourage the development of their large muscles. They enjoy exploring different mediums, for example sand and water. The use of the play house and pirate ship encourages children to use and explore their imaginations. Their developing creativity is supported as they enjoy using household materials to make music. Children are well nourished at the nursery; their health and dietary needs are consistently met. A healthy range of meals and snacks are provided which are prepared from fresh ingredients. Children develop good personal hygiene routines as they independently wash their hands prior to eating their snacks and also after visiting the toilet. Children know how to keep themselves safe. They take part in emergency evacuation drills and are aware of the safety measures needed when playing inside and outside. For example, older children remind each other to use 'walking feet' when indoors.

Good behaviour management strategies are in place. These help children to understand the importance of working harmoniously throughout the setting. Children have opportunities to respect diversity by celebrating festivals from different cultural traditions as well as their own, which is well supported by activities, resources and displays of positive images throughout the setting. A sense of belonging is fostered as they see displays of their own work displayed throughout, enabling them to share their achievements with others and help create a welcoming and child centred environment for all to enjoy.

Children develop effective skills which contribute towards their future learning. They have independent access to a range of communication and technology equipment. They have ample opportunities to develop and practise writing skills even at a very young age. Mathematical concepts are encouraged through the use of practical activities; for example as they use counting songs. Access to books across all of the age ranges encourages children's awareness and use of books,. Reading and listening skills are also encouraged through group story-times and as individuals. Children's creativity is actively encouraged throughout all areas of the nursery. Children enjoy using a range of malleable materials and have access to musical instruments. There are also role play areas to promote and enhance

imaginative play. The youngest children in the nursery play confidently with a good range of appropriate toys and equipment which allows them to develop their co-ordination, mobility and to stimulate the use of their senses. Children's language development is encouraged in an age appropriate way, as children of all ages are engaged in conversations and spoken to individually by staff. This encourages the children's early communication skills and extends their thinking skills.

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	3
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	3
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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