

Daisies Day Care

Inspection report for early years provision

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Inspection date

16/05/2011

Inspector

Diane Ashplant

Setting address

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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

Daisies Day Care was registered in 2006 and operates from two floors of a converted house and also an adjoining self-contained single-storey baby unit. It is situated in a residential area close to local amenities in the Northfield area of Birmingham. All children share access to an enclosed outdoor play area. A maximum of 54 children may attend the nursery at any one time and there are currently 96 children on roll, of whom 74 are in the early years age range. The nursery is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The nursery is open all year round except for bank holidays and one week at Christmas. Sessions are from 7.45am to 6pm and the nursery also offers before and after school and holiday care. The nursery supports children who have special educational needs and/or disabilities. There are currently 14 staff working with the children and nearly all hold appropriate early years qualifications, with one working towards an appropriate qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in this nursery where their care, learning and development are mostly very well supported. Staff provide an inclusive environment and work closely with parents to support children's individual needs. The staff team work well together and show a good commitment to continuous improvement through training. There are systems in place to evaluate the effectiveness of the provision in which staff, parents and children are involved. Partnership with parents works well and there are some links in place to support outcomes for children.

What steps need to be taken to improve provision further?

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

- review further the staffing arrangements so that they are organised effectively to meet the needs of all children; this specifically relates to staff breaks and the handover of information
- maintain a regular two-way flow of information where children attend other early years settings
- support children's understanding of the wider world by expanding the range of resources reflecting diversity.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as staff have a good understanding of their role and responsibilities in protecting children from possible harm or neglect and how to

pass on concerns appropriately. Children are cared for in a safe and well-maintained environment where staff are alert to hazards and have effective systems of assessing and addressing risks. Security of the building is well protected and there are appropriate procedures in place such as safe collection with the use of passwords and camera recognition to further support children's welfare. All staff working with the children are appropriately checked and sound systems for recruitment and selection are in place to support their induction and continuous development. The staff team show commitment and consistency and work together to support each other, with regular team meetings and the sharing of ideas so they all feel involved. There are clear systems in place for evaluating the setting such as various quality audits and the views of both staff, parents and children which are sought and acted on. For example, the nursery has now set up a student noticeboard to ensure parents know who is looking after their children. There has been much development to the premises both inside and outside to create an inviting and well-resourced provision. The completion of the healthy eating award had helped staff to review and improve their food provision to further promote children's health.

The nursery provides a bright and welcoming environment where staff work with parents to ensure children's individual needs and routines are appropriately met. However, some of the organisation and deployment of staff, particularly in relation to staff breaks, means that not all information is clearly shared about the children. Resources and space are well set out to ensure that children have choice and a variety of play and learning opportunities, however, activities and resources available to help children extend their knowledge and understanding of the wider world are not fully developed at present. Staff use their observations and knowledge of individual children to provide appropriate play and learning opportunities and to work effectively with parents and other agencies to ensure any additional support is provided.

Partnership with parents works well and there is a friendly and welcoming atmosphere so that daily discussion is naturally part of arrival and departure times. All necessary initial information is recorded on their individual care plans to ensure that children settle well and the offer of sessions to enable both parent and child get to know their new environment help to support this. Information is displayed around the nursery rooms and in the entrance area and the siting of a further display-board outside the baby room helps to ensure all parents are well informed. Parents receive daily feedback about their child through verbal and written means and are encouraged to view their development folders and work which is displayed. They are invited to parent evenings to discuss their children's progress and to share in fundraising events. Regular newsletters are sent out to keep them informed and routines like the letter of the week in pre-school, the sharing of books or the teddy bear's picnic help maintain links with home. Children are learning about their local community through regular trips to the park, farm and train station and visits from the librarian and the monthly rhythm and rhyme sessions add to their wider learning experiences. The use of the nursery to provide a weekly stay and play session further strengthens their role within the community and links with young families. The nursery management attends local cluster meetings so they keep up-to-date and share current practice. However, where

children attend other early years settings, some links are not yet developed which may mean outcomes for children are not fully maximized.

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

Children are happy and well occupied in this setting where they make good relationships with staff and where their welfare and development are well supported. Children are learning about safety through daily reminders and routines such as picking up toys to prevent tripping hazards and taking part in regular fire drills. They move comfortably through the indoor and outdoor space as they access a selection of well-maintained resources and follow clear routines when they walk in the community. Children have regular outdoor play in the fresh air where they can develop their physical and coordination skills with a wide variety of equipment and the provision of three separate play spaces provides a safe environment for all ages as well as different experiences. Daily 'wake-up, shake-up' sessions for pre-school children and the weekly visit to a soft play centre provide other exercise opportunities. Younger children are able to sleep, eat and play according to their individual routines and have their own comfortable sleep area. Older ones have independent access to toilets and hand-washing facilities where they know to wash their hands to prevent the spread of germs, and have helped to make the posters to remind them. Children enjoy the benefits of healthy eating through a balanced and nutritious menu, which has been improved in response to achieving the healthy eating award, and have access to their own drinks at all times. Children are learning to play together, to share and to take turns and older ones have opportunities to develop their independent skills as they access the toilet and seek out their own clothing items. Staff provide good encouragement and praise and regularly consult with children as to their ideas and choices, inviting them to be special helpers for the day or awarding stickers and the weekly 'star of the week' award. Gathering together for meal times and circle times encourages them to develop social skills and to share events from home. Children's views are captured and displayed along with photos from home and family which helps them develop a sense of their own individuality and strengthens their self-esteem and confidence.

Children enjoy a good balance of free-play activities and engagement with staff who are responsive to their needs and use opportunities to extend their learning and understanding. Children show a real love of books as they listen attentively at story time or seek out their own from the book selection. Children are encouraged to practise early mark-making through a range of resources. They are developing their language recognition as they join in with songs and rhymes, begin to link words to objects through a labelled environment and focus on the letter of the week and items which link with this. Pre-school children learn to recognise their names as they self-register on arrival or use named coat pegs. Children have lots of opportunities to develop their problem-solving and reasoning through many construction resources and reinforcement of numbers and shapes throughout the daily routine. Children have creative and imaginative experiences through role play and small world figures and enjoy dressing up as various characters. They use their senses as they explore and create with paint, sand, shaving foam and glue or

examine the contents of different treasure baskets. Opportunities to observe nature and to plant have been extended through the new sensory garden where they smell fragrant plants, feed the birds or watch for different bugs to enter their ladybird house.

Staff get to know children through close liaison with parents from the start, keeping themselves up-to-date with any changes at home. They record special moments on the 'wow' boards and capture observations through photos and examples of children's work. Staff use these along with children's suggestions in their weekly planning sessions. These are collected into their learning journals to show their progress and generally identify their next steps.

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