

Daisy Day Nursery

Inspection report for early years provision

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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*.

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Description of the setting

Daisy Day Nursery opened in 2000 and re-registered in 2010 following a change of premises. The nursery is owned and managed by a limited company and operates from designated rooms within The Oldershaw School on the Wirral peninsula. Children are cared for within four rooms on the ground floor and have use of a secure area available for outdoor play. It is open on weekdays from 8am to 6pm, all year round, with the exception of bank holidays. Children are able to attend for a variety of sessions.

The nursery is registered on the Early Years Register. A maximum of 60 children in the Early Years Foundation Stage may attend the nursery at any one time. There are currently 42 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education for three and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications, one has an Early Years degree and Early Years Professional Status. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The well-qualified staff team have a secure knowledge of the Early Years Foundation Stage, which results in children making good progress in their learning and development. Positive relationships with parents and other agencies are established which significantly contributes to children's individual needs being well met and supported. The management and the staff demonstrate that they have a good capacity to make continuous improvements.

What steps need to be taken to improve provision further?

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

- monitor planning to ensure it covers the breadth of learning as detailed in the 'development matters' guidance to further support children's progress towards the problem-solving, reasoning and numeracy early learning goals
- further develop the self-evaluation process to involve a whole setting approach to identifying the priorities for future improvements
- revise the complaints procedure to include information regarding the written response timescales.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of their role to protect children from harm. The designated safeguarding officer and all other members of staff regularly update their safeguarding training to ensure their knowledge is secure. They consider that this gives them greater confidence to implement procedures to be effective in practice. The documented safeguarding procedure is shared with parents. The robust recruitment and vetting procedures ensure that staff and volunteers are suitable to be working with children. The policies and procedures have been revised since the nursery opened to ensure the smooth day-to-day running of the setting. However, the complaints policy lacks detail about the timescales for a written response to a complaint. Comprehensive risk assessments for the nursery and outings are in place and daily safety checks are completed to minimise hazards to children. The regulatory documentation is maintained for the safe and effective management of the provision.

The management team and staff are committed to the continuous improvement of the provision. Parent's and children's views are valued and sought through discussion and questionnaires and action is taken in response to comments raised. However, there is not a whole setting approach to prioritising and setting future targets for improvement. A key strength is the positive attitude of the whole staff team regarding change. They enthusiastically try different methods and adapt systems to improve the provision for the children. Improvements have been made since registration, such as developing the outdoor play area to create a stimulating environment to be enjoyed throughout the year. The structure of the day ensures all children have daily access to outdoor play.

The rooms are thoughtfully set out to create an enabling environment for all children. Staff have attended training on developing children's language and communication skills. Guidance from this training has been then taken into account in the displaying of the children's work and posters to support this aspect of the children's development. The nursery is inclusive and children are valued and cared for as individuals. Children of all ages confidently self-select their chosen play materials and are active in their learning environment. Children's understanding of sustainability is nurtured through discussion and activities, such as using appropriate recycled materials in play and growing their own vegetables. The nursery has introduced a recycling bin for children and parents to bring items from home for nursery use. Members of the community are regularly involved with the nursery. They share their skills to enhance children's experiences and relationships with other adults, for example giving guidance with the gardening activities and reading stories. Staff plan activities to make effective use of local resources to support children's understanding of the world around them. For example, they recently visited the fire station.

Strong partnerships with parents are established. Staff work closely with parents to meet children's individual needs. Parents are encouraged to be involved in their child's learning through their contributions to the observation and assessment process, ongoing discussion and formal reviews of the profiles. The daily diary

sheets and regular newsletters keeps parents informed about the activities their children have been involved in, forthcoming activities and the organisation of the nursery. Home bags have been introduced and these are being increased in range and number. The purpose of these bags is to provide resources for parents to extend the learning at home and to help support children's understanding of different life experiences, such as, the arrival of a new baby. Parents comment highly about the provision and state that they are pleased with the progress their children are making. Systems are in place for supporting children with special educational needs and/or disabilities. This involves working with other professional agencies. Information is shared with other providers delivering the Early Years Foundation Stage to children who attend the nursery to promote continuity and progression. Effective procedures are in place to support children's smooth transition to school life. This includes visits carried out with the child and key person to the school and the sharing of information.

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

The children are confident and interested to learn. Children of all ages enthusiastically participate in a wide range of activities and play opportunities. This positive attitude is apparent from an early age as the babies make choices and show their delight as they make discoveries through exploration and investigation, for example, as they discover the different sounds they can make with musical instruments and explore the contents of the treasure basket. Staff demonstrate a good understanding of the principles of the Early Years Foundation Stage and are enthusiastic to implement it to support children's individual progress. Children experience a balance of child-initiated and adult-led activities to support their learning and development. Children have good opportunities to follow their interests, develop their own ideas and practise skills. Consequently, children demonstrate deepening levels of concentration. Children make good progress. Observation, assessment and planning systems support individual children's progress towards the early learning goals. However, it is less clear that the planning covers the breadth of learning detailed in the 'development matters' guidance for problem-solving, reasoning and numeracy.

Children are confident communicators. The promotion of language development is intrinsic in all aspects of the nursery life. Children have plenty of opportunities to practice their speaking and listening skills through their close interaction with staff and other children and involvement in activities. From an early age they show a strong interest in books. Each room has an attractive and comfortable book area where all ages of children relax and enjoy looking at books, either independently or as a shared experience with staff and friends. There are many opportunities for children to develop the hand control needed for later writing, for example, making marks in messy play and using a range of tools in art and craft activities. The nursery provides many resources to support children's creativity and, consequently, promote their skills in problem-solving. For example, as they construct, the children find the suitable-sized blocks to support their construction. Planned activities, rhymes and stories effectively support children's understanding of number and shape. Children count the number of children present at circle time

and identify numerals as they select the date. From an early age children explore technology and competently use the mouse to complete computer programmes. The babies show pleasure as they press buttons and lift flaps to operate interactive toys. Communication, literacy, numeracy and skills linked to information and communication technology are promoted well, which has a positive impact on children's future economic well-being.

A healthy lifestyle is promoted to nurture children's enjoyment in physical activity and understanding of healthy eating. The outside provides space for babies' free movement and use of push-along toys to support their early walking skills. Older children have fun as they balance on wooden shapes, peddle sit and ride toys and jump in and out of the large tyres. Opportunities to promote physical development are further enhanced as children are taken to local parks and the beach where they can use a wider range of equipment and enjoy the space to move their body in different ways. A supplier provides the nursery meals and staff prepare the snacks and afternoon tea. Staff have completed food handling training to ensure correct procedures are carried out for children's well-being. The menu offers children a nutritionally balanced diet. The older children prepare their own snacks and go on a weekly trip to the supermarket to buy the ingredients for their tea-time meal. From an early age children learn about the importance of following good personal hygiene procedures. The nursery participates in a health initiative for dental care. All ages of children clean their teeth after their mid-day meal. The children's behaviour is good. They are effectively supported by staff who are positive role models. Children learn to share, take turns and to consider the consequence of their actions on others. The children are happy and feel secure at the nursery. The key person system significantly contributes to close bonds forming between children and staff.

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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