

# Daisies Day Nursery

Inspection report for early years provision

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**Unique reference number** EY420304  
**Inspection date** 19/07/2011  
**Inspector** Janice Walker

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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 Nursery registered in 2011 following a change in ownership. It is one of two nurseries owned by the same private provider and previously operated as a day nursery under a different name. It operates from the ground floor rooms in part of a 200 year old listed building surrounded by woodland in the Nottingham suburb of Gedling. Children are cared for in three rooms depending on their age and level of ability. Each group room has its own adjoining outdoor play area. There are strong links with the local schools.

The nursery is registered on the Early Years Register and also on the compulsory and the voluntary parts of the Childcare Register. A maximum of 56 children aged under eight years may attend the nursery at any one time, all of whom may be in the early years age range. The nursery provides funded early education for three and four-year-olds. There are currently 58 children attending who are within the early years age range.

The nursery is open each weekday from 7.30am to 6pm. It is open all year round, closing only for public holidays and the Christmas period. Children are able to attend for a variety of sessions each week depending on the individual requirements of each family. The provider takes an active managerial role in the setting and employs 11 staff to work with the children, 10 of whom hold appropriate early years qualifications. The nursery is a member of the National Day Nurseries Association and also receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Daisies Day Nursery provides a safe and welcoming environment for children where each of them is valued as an individual. Clear policies and procedures are in place and understood by staff, which ensures that children are safeguarded and their welfare is promoted. Children experience and enjoy a wide range of activities and make good progress across all areas of their learning and development. Positive and friendly relationships with parents and good links with local schools and other local childcare professionals support this well. The management team are strongly committed to the continuous improvement of the provision and are making good use of self-evaluation and reflective practice to support this.

## What steps need to be taken to improve provision further?

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

- ensure all children's assessment records accurately reflect their stages of development in order that subsequent planned activities provide an appropriate level of support or challenge
- develop further the systems for sharing information with parents about

children's progress and next steps for learning in order that they are fully involved in their children's continuous learning and development.

## **The effectiveness of leadership and management of the early years provision**

Children are cared for in a safe environment where there are good levels of security and children are well supervised. A risk assessment has been undertaken and information from this has been used to compile daily checking procedures, which help to ensure that potential hazards are identified and minimised. All staff attend regular child protection training and have a clear understanding of their responsibilities within this area. The designated person works with other key agencies and shares relevant information in order to protect and safeguard children effectively. There are robust recruitment and vetting procedures which help to make sure that staff who work with the children are suitable to do so. All new staff undertake an effective induction programme which, along with clear policies and procedures and ongoing support and guidance from the manager, supports staff in having a clear understanding of their roles and responsibilities. This all contributes to the safe and efficient management of the nursery.

Parents have positive relationships with nursery staff. They receive detailed information about the provision on admission through the welcome pack and their personalised settling-in visits, and staff seek useful information about their children in order that they can respond well to their individual needs. Ongoing information is provided on notice boards and in regular written correspondence, and information about children's daily routines is shared through the daily diaries. Some parents receive detailed information about the progress their children are making, along with information about their next steps and how they can support their children's learning at home. However, this procedure is not yet implemented effectively across the whole provision. Parents are involved in decision making through the use of questionnaires, ongoing verbal communication and the newly established parent forum. The manager is establishing good relationships with other professionals to support a smooth transition when children move on and to ensure that individual children receive the support they need.

The new owners demonstrate a high commitment to the development and improvement of this newly registered provision. They are in the process of redecorating and refurbishing all areas, and those completed are bright and welcoming. Effective use is made of available space to maximise learning opportunities, including the outdoor area, and resources throughout are good and easily accessible. The owner/manager has already implemented an effective system of self-evaluation which fully includes input from the staff team, children and parents, and helps to ensure that all aspects of the provision are monitored. There are clear targets for development and several staff are now working towards higher qualifications in order to extend their existing knowledge, skills and abilities, and consequently improve the outcomes for all children.

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

Children are settled and content in the nursery. Staff have a good understanding of how children learn through play. Along with the newly implemented planning systems, this ensures that children access a varied and interesting range of activities to support their developmental progress. Staff undertake ongoing observations of children and link these to the six areas of learning and into planning. This system is effective in ensuring that children access activities across all areas of learning. However, not all staff have a secure understanding of the Early Years Foundation Stage, which means that their assessment of what children can do is not fully accurate. Consequently, activities are not always pitched at the right level to support children's progress as effectively as possible.

Children show high levels of self assurance, confidently moving around and making their own selections regarding their play. All children are valued for their uniqueness and their individual photograph booklets containing photographs of important things or people in their lives help young children to settle and reinforce the strong links with home. Children begin to learn about differences and diversity through planned activities linked to festivals and the positive images portrayed around the environment. The setting sponsors a child in another country and children gain first-hand information from the child about what life is like somewhere different, bringing to life experiences from the wider world. Children have good opportunities to explore their creativity; babies explore paints, water and sand, and toddlers thoroughly enjoy making patterns with shaving foam. Pre-school children design with a purpose, using recyclable materials to create objects to support role play.

Children's welfare needs are met well. Generally good hygiene practices across the provision, such as those relating to the arrangements for sleeping children and for changing nappies, help to minimise the risk of spreading infection. High priority is given to promoting healthy eating. The new owner has introduced a wide variety of appetising meals using locally sourced, fresh produce and particular regard is given to children's individual dietary requirements to ensure each child has a healthy, well-balanced and nutritional meal. The adjoining outdoor play area to each room enables all children to have regular times outdoors. Here they have good opportunities to develop their coordination through running, climbing and balancing and enjoy adult-led activities, such as planting and growing and organised games. They particularly enjoy parachute games in the rain, listening intently and describing the sound of the rain as they hide under the parachute and shake with vigour to make great splashes from the falling drops.

Children develop warm relationships with staff, which supports them to feel safe and secure. For example, younger children seek comfort from familiar staff when they are tired or upset, enjoying close interaction and physical affection. Those who are older confidently state their needs and wishes, such as when they do not wish to participate in adult-led games. They learn about possible dangers and how to stay safe through consistently enforced rules, for example, not climbing on furniture and correct use of tools, such as scissors and larger outdoor play

equipment. Children behave very well. They receive good levels of attention from staff and are engaged in interesting activities. Small group times support them well in developing abilities of taking turns, sharing and respecting the needs of their friends, all of which they will need for future learning.

## 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

|  |   |
|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

### The effectiveness of leadership and management of the early years provision

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|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 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

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|--|---|
| 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

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|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 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