

Daybreak Nurseries Ltd

Inspection report for early years provision

Unique reference number EY288175
Inspection date 13/09/2011
Inspector Vicky Turner

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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

Daybreak Nursery is one of three nurseries run by Daybreak Nurseries Ltd. It opened in 2004 and is situated in the town of Rickmansworth. The nursery operates from three rooms. A maximum of 55 children may attend the nursery at any one time. The nursery is open each weekday from 7.30am to 7pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 73 children aged from three months to under five years on roll. Of these, 14 children receive funding for early education. A maximum of 55 children may attend the nursery at any on time. Children come from a wide catchment area. The nursery is able to support children with special education needs and/or disabilities and children who speak English as an additional language.

The nursery employs 27 members of staff. Of these, three members of staff are unqualified and 13 hold a level 3 qualification in childcare and five are working towards level 3. One member of staff holds a level 4 and two are working towards the Foundation Degree. A further staff member holds a BA (Honours) Degree in education studies and one is working towards the Early Years Professional Status. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register and they receive support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is an inclusive setting where children are well cared for and protected. Good partnerships with external agencies and excellent partnerships with parents means that children receive the support they need to make progress. Children enjoy their time at the setting and make good progress towards the early learning goals. Currently there is no record of group progress towards goals but individual progress is well documented. The self-evaluation process at all levels has enabled the setting to identify areas for improvement. The recommendations from the previous inspection have been fully addressed reflecting the setting's good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- devise systems for analysing children's achievements in order to gain a clear view of progress overall
- provide more varied opportunities for children to write for different purposes so that all children are included.

The effectiveness of leadership and management of the early years provision

Staff are highly committed to safeguarding the children in their care and understand procedures for reporting concerns. Arrangements for safeguarding are robust with comprehensive policies and procedures which are regularly reviewed. Annual risk assessments are undertaken on the premises and for visits. Opening and closing checks ensure that the environment is safe for the children. Staff are thoroughly checked for their suitability to work with children. All staff are trained in health and safety, paediatric first aid and basic food hygiene. A good nappy changing policy and procedures are in place and staff take effective measures to minimise the risk of infection and the spread of disease. Accident and medication records are well maintained. Fire equipment is regularly checked and monthly fire drills ensure safe emergency evacuation of the premises.

The setting is well led and managed with well-targeted plans for the future. The management team is successful in motivating the staff to improve their skills and secure improvement and better outcomes for the children. There are good systems in place for tracking children's individual progress, however, this information is not analysed, so managers do not have a clear view of progress overall. Regular staff meetings enable staff to share their ideas and reflect on their practice. Parents and staff complete six monthly questionnaires which enables the setting to identify areas for improvement. The setting has made some improvements since the last inspection. The outdoor play area has been extended and refurbished to provide more space and more choice of activities for the children. The recommendations from the previous inspection have been fully addressed.

Staff actively promote equality and diversity. They have a good knowledge of each child's background and needs and therefore, ensure that all children are included. Children with additional needs are identified at an early stage. The special educational needs co-ordinators offer support and advice. Various festivals are celebrated and a range of multicultural and disability resources help children develop an awareness of differences between themselves and others. Words and phrases from children's home language are used to aid communication with children who speak English as an additional language. A complaints policy and procedures are available should parents wish to make a complaint.

Outcomes for children are good because of the good use of resources. The setting is well resourced with suitable resources which are accessible to all the children. Staff are effectively deployed according to their strengths and preferences and appropriate ratios means that children and babies are well supervised at all times.

The setting works very closely with other Daybreak settings and has established good partnerships with two children's centres. The setting receives support from the early years consultant, the area special educational needs co-ordinator and the speech and language therapy service. Reception teachers visit the children at the setting prior to them starting school. The setting has highly positive relationships with all groups of parents. Parents and carers are very well informed of all aspects

of their children's progress and the setting's activities. They receive daily feedback regarding their child's day and in-depth feedback during parents' evening. Parents receive a welcome pack before their child starts at the setting. Parents' views are sought through a suggestion box and through questionnaires and are heavily involved in the self-evaluation process. Parents have benefitted from a parental first aid training delivered at the setting. Parents visit the setting to talk to the children about their jobs. They are very pleased with the high level of care provided and the support and dedication of the staff.

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

The two key person system is effective in ensuring that children's welfare and development needs are well met. Thorough observations and assessments are carried out and this information is used effectively to plan the next steps in the children's learning and development. As a result, children generally make good progress towards the early learning goals. Children's learning journeys include observations and photographic evidence of children's achievements. Children engage in a range of self-chosen activities, such as, messy play, sing songs, share books, puzzles and construction. There are good opportunities for free flow of activities across all the rooms at different times of the day. Children proudly receive their graduation certificates when they leave the nursery.

Children feel safe because 'the doors are locked' and 'the grown ups look after us'. They play safely and use equipment safely. The toddlers are encouraged to take risks and adults are at hand to teach them how to climb and slide safely. Babies are comfortable with their adults and turn to them for reassurance when unsure of a situation. They learn about road safety, fire safety and not to touch animals that they do not know. They are taught the 999 emergency number on a regular basis.

Children's health is very well promoted. Children have excellent opportunities to engage in a wide range of physical activities. They climb, crawl, slide and ride their tricycles. Babies are encouraged to crawl and stand for periods of the day and tummy time is given for the younger babies. Fruit is offered at every meal and at snack time. Toddlers enjoy a snack of crackers and blueberries. A nutritious well-balanced menu is provided to ensure children's good health. Fruit puree and natural yoghurt is given to the babies. Milk is offered at snack time and after sleep. Pre-school and toddlers help themselves to water from their own bottles. Home sleep time routines are followed for babies and rest times are encouraged for older children. Children understand the need to wash their hands before meals 'because they are dirty and you'll get germs'.

Children and babies demonstrate an extremely strong sense of belonging within the setting. They are confident and share an excellent relationship with their adults and peers. Children are particularly well behaved because adults are highly skilled in managing their behaviour. Good behaviour is praised and rewarded. Older children help make their own sandwiches, serve up their own lunches and tidy up the nursery. They look after their African snails and are excited that the snails have

just laid some eggs. They plant herbs in the sensory garden which they eat at snack time and take home. They water the plants. Children make vegetable prints and bake biscuits and cakes for the local elderly residents for harvest. The setting supports a number of local charities well.

Practical counting activities, number rhymes, counting, matching and sorting activities help develop children's problem solving and numeracy skills. There are good opportunities for discussion as they talk about different kinds of vegetables and fruit during circle-time, engage in role play and interact with their adults. Quiet areas provide good opportunities for children share books. Babies are encouraged to point to objects on the page. Children happily experiment with mark making but opportunities for writing for different purposes are limited at this stage. A good range of information and communication technology equipment and programmes support children's learning in this area. Children make sense of the world around them as learn about seasonal changes, living things, visit the local area and talk about places they visited on their holiday.

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	1

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	1
The extent to which children make a positive contribution	1
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