

Daisy Chains Private Day Nursery

Inspection report for early years provision

Unique reference number	316451
Inspection date	19/05/2011
Inspector	Liz Whitehead
Setting address	Hornby Street, Heywood, ROCHDALE, Lancashire, OL10 1AA
Telephone number	01706 628 105
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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 Chains Private Day Nursery is one of three settings owned by a private individual and has been registered since 1995. It operates from converted premises in Heywood, a suburb of Rochdale, with outdoor play facilities adjoining the building. The nursery is open Monday to Friday from 7.30am to 5.30pm for 51 weeks of the year.

The nursery is registered on the Early Years Register and may care for a maximum of 45 children in the early years age group. There are currently 55 children on roll. The nursery receives funding for three- and four-year-olds and is taking part in the pilot scheme for two-year-olds. The nursery welcomes children with special educational needs and/or disabilities and children with English as an additional language.

There are 11 members of staff working with the children, all of whom hold an appropriate early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in all areas of learning due to the effective partnerships with parents and exceptional links with other providers. Most of the required documentation is in place, and generally well-organised activities effectively meet children's individual needs. Efficient leadership and management embeds ambition and provides a clear direction to continually improve the service.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- improve documentation with regard to the seeking of emergency medical advice for children (Safeguarding and promoting children's welfare) 07/10/2011
- improve the record of suitability checks to include the date on which CRB disclosures were obtained (Suitable people). 07/10/2011

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

- provide further opportunities for the youngest children to experience outdoor play
- update the record of risk assessment to include any outings and trips.

The effectiveness of leadership and management of the early years provision

All staff are fully aware of their role in safeguarding children. This is strengthened through ensuring all parents fully understand the nursery's responsibility to record and report any concerns in line with the Local Safeguarding Children Board procedures. Children are further protected as staff consistently record existing injuries, accidents and medication administered. Staff have a good awareness of how to keep children safe and the consistent reviewing of risk assessments minimises hazards to children indoors and outdoors. However, risk assessments for outings are not recorded. The management and staff are enthusiastic and fully committed to providing a high quality service and enhancing outcomes for children. They achieve this through effective self-evaluation and by actively seeking the views and opinions of children, parents and other professionals. The setting also participates in a quality assurance scheme. All previous weaknesses have been securely addressed and action plans are in place and regularly updated to ensure targeted action to enrich children's care and learning.

Clear policies and procedures contribute to the effective management of the setting. The manager is a positive role model, ensuring these are consistently implemented. Effective staff recruitment and vetting procedures ensure that adults working with children are suitable and that children are kept safe, although the record does not clearly note all the required information. The setting consistently requests written parental consent to seek emergency medical treatment but not advice. These are breaches of requirements, although their impact on children's safety is low. Staff establish and maintain trusting relationships with parents. Effective systems ensure a consistent two-way flow of information, and parents are very happy with the care their children receive. Outstanding links with other providers of the Early Years Foundation Stage ensure that all children experience a smooth transition between settings. Staff are very proactive in forging links with all other settings children attend, regularly arranging meetings, visiting children in each other's settings and sharing detailed information regarding children's development.

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

Children feel safe and secure within the nursery. Therefore, they behave well, take turns, are polite and courteous, and form strong relationships and friendships. Children have a real sense of belonging and develop high levels of self-esteem. They follow the positive example set by staff and spontaneously praise their friends. Children develop active imaginations as they dress up and use a shopping basket to represent a fire-fighter's hat. They are really pleased when another child states 'you are a very smart fireman'. Staff actively foster this sense of well-being and children feel special and valued as they choose which songs to sing and serve their own lunch. They develop children's awareness of the importance of good personal health and hygiene. Children understand why they wash their hands and that using soap 'gets rid of germs and nasties'. Children know the value of a

healthy diet and excitedly show the lettuce, tomatoes, radish and herbs they are growing. They are familiar with good oral hygiene and enjoy brushing their teeth after meals. Staff actively promote this through maintaining a gold standard in an oral hygiene scheme and providing fun activities, such as puppet shows.

Observations and monitoring of the children's progress are thorough and reflect the staff's secure knowledge of the Early Years Foundation Stage. The effective focus on working in partnership with parents ensures numerous ways for parents to communicate and contribute to their children's learning. Individual learning journeys include a wide range of information from parents, including records of home activities and achievements. Staff use assessments and observations effectively to plan the next steps in learning for each child. They are proactive in adapting resources and equipment to ensure that all children are included. Displays, books and simple computer games reflect children's home languages and staff encourage communication by using words, eye contact, body language and simple sign language. Children of all ages enjoy stories and songs and join in enthusiastically with words and actions. Younger children particularly enjoy 'rowing their boat' and older children develop simple calculation skills as they remove 'sausages from the pan'.

Older children learn valuable skills for later life and become confident decision-makers as they choose what they would like to play with and move freely between the indoors and outdoors. Younger children thoroughly enjoy exercise and explore moving in a range of ways, such as crawling, rolling and standing. However, children who are not yet walking do not always experience the outdoor environment on a daily basis. Older children know that physical activity is good for them and that running around makes them tired. The nursery fully acknowledges the importance and value of effectively utilising resources and children regularly visit the local area, discussing and practising road safety. Regular visits from the emergency services enhance children's awareness of keeping themselves safe. Children value and respect people's differences through the celebration of festivals and by regularly accessing resources which positively reflect race, gender and disability. Additionally, children are developing an awareness of those less fortunate than themselves as they link with local childminders to participate in fundraising events. They are developing an understanding about sustainability as they reuse items in the home corner and talk about the importance of recycling.

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	1
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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