

# Oops-a-Daisy Childcare

Inspection report for early years provision

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<b>Inspection date</b>	08/02/2012
<b>Inspector</b>	Beverley Blackburn

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<b>Type of setting</b>	Childcare - Non-Domestic

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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

Oops-a-Daisy Childcare registered with Ofsted in 2011. It is privately owned and operates from a unit on the Kembrey Estate in Swindon, Wiltshire. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered for a total of 28 children under the age of eight years, all of whom may be in the early years age range, with no more than 12 under the age of two years, at any one time. Currently, there are 55 children on roll. The nursery receives funding to provide free early education to some children aged two years and for all those aged three and four years. Children are accommodated across three different rooms, according to age. The youngest children occupy a room on the first floor. All have access to an enclosed outdoor play area. The nursery supports children who learn English as an additional language. The nursery is open each weekday from 7.30am to 6.30pm, for 50 weeks a year. A total of 11 staff work with the children and all hold relevant qualifications; one holds a degree, one holds a qualification at level 4 and the rest are qualified to level 3.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children progress well overall in their learning and development, owing to good relationships with the staff team. Staff pay good attention to maintaining every child's welfare, so all receive the care they need. Positive relationships with parents contribute effectively to children's general well-being and progress. Although the nursery has not been open long, staff show their ability to maintain continuous improvement well having made positive changes since opening and accurately identifying areas they need to develop further, drawing well on previous experience.

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

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

- reconsider the arrangement of resources in the room for the youngest children, to allow sufficient space to encourage crawling, tumbling and rolling, to further encourage their mobility.

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

A comprehensive range of policies and procedures are monitored carefully and implemented well by staff, so children are safeguarded effectively. Robust systems check staff suitability to work with children. Staff maintain good standards of

hygiene across the nursery to maintain children's good health. Regular evacuation drills are carried out and discussed. These include temporary staff, so all are familiar with the required process, including the children, who learn that this procedure is to help keep them safe.

The proprietor monitors the wider provision carefully. Effective self-evaluation systems identify accurately what further developments are required. A clear vision for the nursery's future development is shared with staff, with targets for expansion considered carefully. Since becoming registered, development has concentrated on establishing routines, systems and communications with parents. The latter has led to babies' routines being recognised and accommodated, so they settle quickly in new surroundings.

Wider partnerships with parents are positive and stem from the successful establishment of a specific member of staff linked to an individual family. This 'key person' system works well, with staff making time daily to chat with parents at collection times, to exchange useful information about children's progress and development either at home or in the nursery. The details gained are used well by staff to record children's progress and help determine the 'next steps' for children's learning and development. Other partnerships, such as with different local early years providers, also contribute well to consistency of care and learning. These support children's move from the nursery to school effectively.

The nursery offers a wide range of resources, including for the youngest children in the 'baby' room; however, here the available space is not managed as well as possible to support the physical development of more mobile children. Staff use other resources effectively across the nursery, such as the computer, so children learn to manipulate the computer mouse well and know how to select programs. Staff use outdoor resources well too, understanding that some children learn better when outdoors, thus showing their understanding of how to promote equality well. They are careful to cover all areas of learning outside, including literacy, in order to meet the individual learning needs of all children. Effective staff deployment provides good support to children learning English as an additional language, whose diverse backgrounds are known well and reflected in the nursery.

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

Children enjoy their time in this nursery forming positive relationships with staff, so they feel safe and happy to explore their play environments. Children use a wide selection of equipment and toys that suit their stages of development and interest them. Sometimes, however, in the room occupied by the youngest children, there are so many resources available that mobile children, particularly those starting to crawl, have insufficient room to practice moving and have sufficient physical activity.

Staff are confident in their knowledge of the Early Years Foundation Stage, which they implement well. They plan a good balance of adult led and child initiated

activities, that suit individual children's requirements across the nursery. Planning covers all required areas of learning well. Plans stem from both close observation of what children do and the staff decisions, made in conjunction with parents, on what children need to learn next. Staff provide challenge to the older and more able children through well planned, fun experiences, such as those that help them learn letter sounds and rhyming words. Children learning English as an additional language progress well too, receiving much individual attention to develop their confidence in conversation and expand their vocabularies. Staff encourage children and give praise when they complete tasks, so they maintain attention on what they do. Children are proud of their 'good work'. All this indicates they are gaining useful skills and attitudes for their future learning when they move into school.

Happy sounds come from the 'baby room', showing how secure the youngest children feel. They enjoy exploring the texture of playdough, experiencing trying to build with special stacking bottles and sharing picture books with staff. They benefit from being outside in the fresh air in a well equipped garden space. The older children develop their physical skills through using bikes and swings, and have 'forest school' experiences which extend their outdoor play. They also engage in other activities outside such as early writing, practising their developing skills with enjoyment.

Staff manage meal times well. They accommodate the babies' and toddlers' changing needs as they grow and develop; some eat whilst seated in high chairs, while others sit at suitable tables and more capable children manage to finger-feed themselves as soon as they are able. Staff encourage them to wash their hands using small bowls of water, as soon as possible, so children acquire good hygiene procedures from an early age. All progress well in learning about healthy living. For the older children, staff incorporate learning into meal times in a fun way. Not only do children learn about healthy foods as they enjoy fruit for snack but sometimes they choose whether to eat triangular or square shaped sandwiches, showing how staff are inventive in taking all chances to make learning fun. Older children are keen to take on small responsibilities, such as pouring drinks during snack time, contributing positively to nursery life. Children behave well, both when together in groups or as individuals. They behave in ways that are safe for themselves and for each other.

## 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

<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

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

<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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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