

Daisy Chain Childcare (Adel) Ltd

Inspection report for early years provision

Unique reference number	EY246035
Inspection date	07/03/2012
Inspector	Elisabeth Wright

Setting address	2a Tile Lane, Leeds, West Yorkshire, LS16 8DY
------------------------	---

Telephone number	0113 285 7000
Email	jo@daisychainchildcare.com
Type of setting	Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Daisy Chain Childcare (Adel) Ltd is one of four nurseries run by Daisy Chain Childcare Ltd. The setting was registered in 2003 and operates from purpose built premises situated within the school grounds of Adel Primary School in Leeds, West Yorkshire. Children have access to a secure enclosed outdoor play area. A maximum of 54 children aged under eight years may attend the setting at any one time, and of these, not more than 18 may be under two years. The setting currently takes children from birth to five years of age. The setting is open Monday to Friday from 8am to 6 pm for 51 weeks of the year. Children attend from the local and surrounding areas for a variety of sessions.

There are currently 74 children on roll, all of whom are in the early years age group. Of these, 14 are in receipt of funding for early years education. Children with special education needs and/or disabilities and children who speak English as an additional language are supported by the setting. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 18 members of staff, including the manager, who work directly with the children. Of these, two hold a degree in early years, one of whom also holds Early Years Professional Status, 11 hold a qualification at level 3 and four hold a qualification at level 2, all in early years. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children make good progress because their individual needs and interests are known and supported effectively. Overall, they are provided with a good range of activities and experiences that support their learning and development well. Children's understanding of a healthy lifestyle is promoted through excellent strategies and provision in this area. Highly effective partnerships with parents and carers contribute significantly to children's care and welfare. Where partnerships with other professionals are fully developed these effectively promote an effective exchange of support and information. The high ambitions of the management team are effectively communicated ensuring the continuous improvement of the setting.

What steps need to be taken to improve provision further?

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

- review the use of worksheets to ensure that activities are based on first hand experiences that encourage children's exploration, experimentation and observation
- build on existing good practice by further developing systems to ensure a

regular two-way flow of information between the nursery and other settings that children attend.

The effectiveness of leadership and management of the early years provision

Children's welfare is promoted well through a rigorous recruitment policy that ensures staff are vetted for their suitability and undergo a robust induction process. All staff have a secure knowledge of child protection procedures and understand the importance of recording and reporting any concerns. Regularly reviewed risk assessments made on the premises and daily checks ensure hazards to children are effectively minimised.

Thorough methods of self-evaluation underpin the continuous improvement of the setting for children. Staff skills are enhanced because an effective appraisal system effectively identifies training needs. Good organisation of staff and resources ensures that children are supervised and well supported. Staff know their own key children well, therefore individual needs are effectively supported.

Partnerships with parents and carers are an extremely strong feature of the setting. They are very actively involved in contributing to key matters, such as the revision of policies. The setting is highly proactive in involving parents and carers in their planning systems. They share information through observations added to the interactive planning boards and additions to their own child's learning journal. Parents and carers are given a wealth of information regarding their own child's care, learning and development, including how they can extend this further at home. Established relationships with the host school, including the nursery class, are very strong, ensuring that children who attend both settings benefit from a rigorous exchange of information. However, partnerships with other early years settings are yet to be developed to the same high standard, therefore information is not as consistently exchanged. Effective partnerships with other professionals are highly regarded and effectively used to enhance the experience of all children in the setting, particularly those with special educational needs and/or disabilities and those who speak English as an additional language.

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

Staff have a secure knowledge of the Early Years Foundation Stage and good planning systems are based around children's individual interests. Therefore all children, including those with special education needs and/or disabilities and children who speak English as an additional language, make good progress in relation to their starting points. Children enjoy their day and benefit from the generally good range of activities and experiences provided for them. However, an over-emphasis on the use of worksheets for older children limits their opportunities for first hand experiences that encourages their exploration, experimentation and observation. The priority staff give to interaction and conversation develops children's language skills well. A love of books is fostered through cosy reading

spaces and the use of a library that enables parents and carers to borrow books to read at home. Older children use phonics effectively to link sounds and letters. Children use language of weight, measure and number spontaneously because these are interwoven throughout all activities. They are given time and space to develop their ideas, consequently they are learning to solve problems for themselves.

Children of all ages have access to art, craft, role play and music activities indoors and outside, that develop their imagination well. They learn about the wider world through a good range of resources across all areas. They have access to programmable toys and an interactive white board, developing their understanding of technology.

Staff explain simple rules of behaviour to children, therefore they play and learn safely and learn to take responsibility for their own actions. They develop an excellent understanding of a healthy lifestyle because this is given a very high priority in the setting. Children benefit greatly from a nutritious and healthy menu, prepared on the premises with fresh food, taking into account their dietary needs and preferences. This is enhanced by lovely, social mealtimes where they can serve themselves and make individual choices. They make regular visits to the local farm and grow their own vegetables, such as potatoes and beans in the garden and herbs indoors. By using these in their cooking activities they develop an excellent understanding of the process of the food chain and the importance of fresh ingredients. The inspiring outdoor area provides them with excellent opportunities to access fresh air and exercise; consequently they develop exceptionally good physical skills. Overall children develop a good range of skills that will support them well in their future learning and development.

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
--	---

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	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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