

Daisy Chain at Mytton Oak

Inspection report for early years provision

Unique reference number EY360792
Inspection date 23/03/2012
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Type of setting 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

Daisy Chain at Mytton Oak is one of four nurseries run by Daisy Chain Daycare Limited. It was registered in 2007 and operates from a purpose built building situated in the grounds of The Royal Shrewsbury Hospital. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7am until 6pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 72 children may attend the nursery at any one time, all of whom may be on the Early Years Register. There are currently 123 children attending who are within the early years age range. The nursery provides funded early education for three-and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 16 members of child care staff. Of these, all hold appropriate early years qualifications. Currently two staff hold Early Years Professional Status. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Highly effective partnerships between the nursery, parents and other agencies ensure children's unique needs are met. Children make excellent progress in their learning and development. Effective policies and procedures are in place and these and safety procedures are meticulously followed. The nursery understands their strengths and identifies suitable areas for development through rigorous self-evaluation and continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further systems to support transition from room-to-room to ensure that children's needs are met and there is continuity in their welfare and learning.

The effectiveness of leadership and management of the early years provision

Children's welfare is consistently promoted as the setting has significantly enhanced safeguarding procedures. All staff have the opportunity to attend regular

training and there is a comprehensive awareness of safeguarding issues among the adults within the setting at all levels. Thorough risk assessments and safety checks before and during the day ensures that children remain safe. Comprehensive policies and procedures are implemented consistently throughout the setting to ensure that any concerns are prioritised and dealt with effectively. Management follow a robust recruitment and selection process to provide a highly skilled staff team who deliver warm, consistent care and education to all children.

All staff have a clear vision for the future and parents are fully involved in reviewing the setting's practice. There is a fully established self-evaluation process in place which highlights the outstanding organisation of the setting and positive improvements they have made. Management actively seek feedback on their strengths and weaknesses from children, parents and carers as well as staff through yearly appraisals and staff meetings. Roles and responsibilities are clearly defined, meaning that children's care is consistent. However, effective communication methods between staff are not always consistent when children move rooms.

Inclusive practice is widely promoted. Children are actively learning about themselves, each other and the world they live in. They share news about themselves and their family and this helps to develop a strong sense of belonging. Children with English as an additional language are very well supported by staff as they liaise closely with parents to ensure the child's individual needs are met. In addition to this staff liaise with the schools multi cultural service for further guidance on specialist languages.

Previous recommendations raised at the last inspection have been tackled to improve outcomes for children. Improvements to the evaluation of activities to aid future planning has been put in place. This includes evaluating child-initiated play to develop and enhance this experience. The environment is conducive to learning and safe. It is managed very well and carefully looked after making it well suited for its purpose. Children clearly benefit and thrive as a result of the setting they are in. The provider is taking well-considered steps to ensure that resources and the environment are fully sustainable.

Learning journeys, parent's evenings, reports and daily diaries for younger children ensure that parents are regularly informed and involved in their child's nursery life. Information for younger children includes activities they have enjoyed, toileting and nappy changes and how long they may have slept. Parents and carers are encouraged to contribute to their children's learning through making entries on the 'home pages' of their learning journey. Such detail provides children's key workers with an insight into family life to benefit the children's learning and development. Children benefit because the setting liaises with external agencies or services to promote their learning, development and welfare.

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

Children make outstanding progress towards the early learning goals in all areas of learning in relation to their starting points and capabilities. They are extremely well supported and achieve as staff have an exemplary understanding of the Early Years Foundation Stage. They use clear procedures for assessing children and use this information to inform their planning. Children's key workers plan around the interests and needs of the children within their own group to ensure that individual needs are consistently met. Learning journeys record children's outstanding progress, detailing activities, observations and monitoring of the children's development in all areas of learning. Staff encourage children to explore and develop their own play, sensitively intervening only to extend children's thinking and learning. This enables children to take an active role in their own learning. Outings increase their awareness of the world as they access local facilities. Children enjoy being part of the group, for example, having special jobs such as 'helper of the day', helping to set the table for lunch or cleaning and tidying away afterwards. Children learn about the world around them through exploration of festivals such as Saints Days, Rosh Hannah and Caribbean Christmas. Their learning is further extended as they regularly receive visitors to the nursery such as the animal man and local librarian.

Children develop social skills that equip them well for the future. They communicate well with staff and each other and demonstrate growing literacy skills. For example, visits to the library van help children develop an enjoyment of books and stories. All children have the opportunity to take part in creative activities as they practise their mark-making and writing skills in a variety of ways. For example using textured media such as cornflour.

The environment is attractive and resources rich, varied and imaginative, enabling children to make independent choices and select resources themselves. The impact of this is that children co-operate well with each other, share resources and take turns. Staff act as a positive role model and offer praise for achievements and encouragement to all. Behaviour is excellent as children are busy and interested in everything that is going on.

All children show an exceptional understanding of the importance of following good personal hygiene routines. They show an understanding of healthy eating as they make healthy choices at snack and meal times. The menu is displayed to ensure parents are fully informed of what their children have had to eat and drink. They enjoy the free-flow to the outdoor area, enjoying large physical play as well as developing their understanding of growing vegetables and salad items to eat.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
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	1

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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