

Miss Daisy's Nursery School

Inspection report for early years provision

Unique reference number EY337342
Inspection date 28/05/2012
Inspector Elaine Douglas

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Type of setting Childcare - Non-Domestic

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Introduction

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Description of the setting

Miss Daisy's Nursery School is one of two privately owned nurseries. It was established in 1965 and registered to the current owner in 2006. It operates from a basement club room within Fountain Court, which is housing owned by Westminster City Council. It is situated in the London Borough of Westminster. Children have access to a small secure outdoor area. They also use an enclosed communal garden opposite the housing. The nursery is open from 8.45am to 3pm Monday, Tuesday and Thursday, and from 8.45am to 12 noon Wednesday and Friday, term time only.

The nursery is registered on the Early Years Register. A maximum of 30 children may attend the nursery at any one time. There are currently 30 children aged from two to under five years on roll, some in part-time places. The nursery currently supports children who are learning English as an additional language.

There are seven members of staff. The owner and the manager hold an early years degree and all other staff hold a level 3 early years qualification. The owner has achieved Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a welcoming, inclusive environment where children thrive and make good progress in their learning overall. Dedicated staff implement excellent procedures and highly effective systems to protect children's health and safety. The outstanding partnerships with parents and others are a strength of the nursery and help to ensure that children's individual needs are met. The owner motivates staff to successfully provide a caring environment. Good systems are in place to evaluate practice and help ensure continuous improvement.

What steps need to be taken to improve provision further?

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

- increase the activities and experiences for children to take initiative and manage developmentally appropriate tasks
- improve the use of adult-led activities to challenge the more able children and encourage them to express their own ideas.

The effectiveness of leadership and management of the early years provision

The management team and staff implement robust safeguarding procedures to promote children's safety and well-being. All staff attend safeguarding training so have an excellent awareness of child protection issues. The premises remain secure and staff carry out highly effective risk assessments, which enable children to move around safely. The owner makes excellent checks on staff to identify their suitability to work with children. Extensive documentation is extremely well organised to promote and protect children's welfare. All staff are qualified in administering first aid.

The owner provides a good role model and divides her time effectively between the two nurseries. She carries out annual appraisals to monitor and motivate staff performance, and promote a shared commitment to continuous improvement. She makes effective use of self-evaluation to monitor and improve practice. For example, she has introduced a new parents'-guide, which provides excellent information on the Early Years Foundation Stage. She has also introduced home visits to help children's transition to nursery. A parent representative organises informal meetings with parents and feeds back their ideas to the manager. As a result, children starting school now stay for lunch to prepare them for a longer day.

Overall, staff deploy the wide range of resources effectively to enable children to make choices. High staff to child ratios mean that staff provide vigilant supervision and all children receive one-to-one interaction. A storage container in the communal gardens enables children to access a good range of equipment to promote their physical development. Children use the nursery's small outside area to access sand, water and messy play. Children benefit from specialist teachers, for example French teachers. This also promotes a positive awareness of children's cultures. Staff make very good use of the local environment to provide real experiences for children. For example, they visit the library and go to the shop to buy ingredients for their cooking activities. They also go on the buses and explore London.

The management and staff team actively embrace equality and diversity. A large number of the children are learning English as an additional language and come from a diverse range of cultures. A speech therapist attends every week to support the staff in developing effective systems to promote the children's communication skills. All children are fully integrated and sensitive procedures help to ensure they soon settle. Staff arrange play days so that children go to each other's homes to encourage language sharing and friendships.

The highly effective partnership with parents and others involved in children's care is a strength of the setting. Parents are extremely enthusiastic about the nurturing care of the staff. Parents come into the nursery to read to all the children and, through the excellent information they receive, are involved in their child's learning. Parents share their expertise in celebrating festivals and their own cultures. Staff ensure the extensive range of policies and procedures are available

to parents, and actively seek their suggestions and contributions. Excellent assessment records keep parents extremely well informed of their child's development. Highly effective communication with parents enables staff to identify children's starting points. They meet regularly to discuss and agree children's next steps in learning.

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

The highly effective use of the key person system ensures children arrive excited to see staff and immediately engage in conversations with them. Children are happy and enjoy their learning, while making good progress. Staff make regular observations of the children's achievements and interests, and use the information effectively to plan for their development. Children generally benefit from key group activities, which focus on their individual learning needs. For example, older and more able children sound letters of the alphabet and recognise their name. However, some adult-led art and craft activities use pre-prepared shapes and provide limited materials, which do not extend children's creative ideas or challenge their physical skills.

Children develop good skills for the future. They independently select books and enjoy interacting with the staff and other children. Children make excellent progress in their language, literacy and mathematical development. This is because staff provide good interaction and routines, such as identifying the day of the week, the month and the weather. The staff support children well through encouraging conversation and questioning, this effectively helps to develop their communication skills and ability to reflect. However, staff do not use routines such as snack time as effectively. For example, they prepare and serve children's snack. This limits children's experiences of managing developmentally appropriate tasks. Children use information and communication technology to support their learning, such as sorting healthy foods.

Children develop a very good awareness of peoples differences. They learn about schools in countries less well off and are excited about celebrating the Queen's Jubilee. Children have highly impressive experiences, which raise funds for charities and extend their awareness of the wider world. Staff use good procedures to promote positive behaviour, such as songs about sitting and listening, and certificates of achievement. Staff select a child as the star of the week, which promotes their self-esteem. Consequently, children are polite, well behaved and understand expectations. For example, when staff shake a tambourine the children stand still and listen for instructions, then enthusiastically help to tidy up. Staff sit with the children role modelling listening and responding to questions. Children enjoy taking the teddy bear home or on holiday and show the whole group photographs of their experiences together.

Children thrive in the healthy environment. Staff provide excellent role models so children gain an outstanding awareness of healthy practices. Specialist coaches teach children Yoga and football, so they develop excellent skills and an enjoyment

of exercise. Children have daily use of the communal garden and know they wear hats to protect themselves from the sun. Staff provide regular cooking activities so children gain an extensive knowledge of healthy eating and hygiene. Furthermore, children develop an excellent awareness of keeping themselves safe. They learn road safety, stranger danger and the importance of assessing risks, through the daily use of the communal garden. Children demonstrate that they feel extremely secure within the environment and are actively encouraged to discuss their feelings.

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	1
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	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	1
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

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