

# Daisy Day Care

Inspection report for early years provision

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**Unique reference number**

EY440457

**Inspection date**

09/07/2012

**Inspector**

Janet Fairhurst

**Setting address**

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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 Day Care was registered again in 2012 following a change of premises. It is situated in the village of Ampleforth and is privately owned and managed. The children are cared for within an open plan setting. There is provision for outdoor play in the enclosed rear garden. The nursery is registered for a maximum of 24 children aged from birth to under eight years. Of these, no more than 18 may be in the early years age range. There are currently 28 children on roll in this age group. The nursery also offers care to children aged over five to 11 years. The nursery supports a number of children who speak English as an additional language.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is open from 8am to 5.30pm, Monday to Friday for 46 weeks in the year. There are three partners who work with the children and they employ one staff member. They hold relevant childcare qualifications at level 3. The nursery is a member of the Pre-School Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's overall welfare is positively promoted within this welcoming home-from-home nursery. Children make generally good progress in their learning and development as staff have a secure knowledge of each child's individual needs. They use this to provide a range of activities, which cover all areas of learning. There are good overall links with parents and carers and effective partnerships with the local school. The staff team have evaluated their work and are pro-active in continuously adapting and developing ways to enhance the provision they offer. This positions staff well to improve the outcomes for children and enables them to continuously develop the provision.

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

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

- provide parents with greater opportunities to contribute to the setting's evaluation process
- develop the opportunities for children to see written words in both English and their home language and to celebrate cultural events, which are significant to their home background
- improve the storage of children's toothbrushes.

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

All children are safeguarded effectively because all staff are aware of child protection procedures and know how to implement them to protect the children in their care. Full written policies and procedures are in place and are shared with parents to ensure that they are aware of staff responsibilities towards safeguarding their children. All reasonable steps are taken to ensure the suitability of new staff with regards to vetting and qualifications. The management team are currently working with the local authority advisor to implement a more robust system of staff induction and appraisal system to enhance the ongoing monitoring of staff. Robust risk assessments are carried out and are reviewed regularly to ensure that children enjoy a safe and secure play and learning environment. All children use a range of resources, equipment and play materials that are suitable for their age and stage of development. The playroom is set up to enable the children to explore and investigate their surroundings. Low-level units enable children to self-select activities and resources, promoting their independence and decision-making skills from an early age. Appropriate procedures, such as gathering key words from parents, ensure that children with English as an additional language are included at the setting.

Partnership with parents is good. Staff know the parents very well and gather valuable information from them at the start, to help meet children's individual needs. Parents receive an information pack prior to their child starting and important information is displayed on the notice board. For example, complaints details, certificate of registration and public liability insurance. Staff take time to talk with parents and carers on a daily basis. This is further enhanced with the use of daily diaries for children under two years, which gives an account of their personal care routines. Parents have good opportunities to get involved in their child's learning. For example, they are encouraged to look through and make their own contribution to their children's development profile and invited to take home 'Book Start' bags. The contents of the bags include useful resources, such as crayons and books. These encourage parents to read to their children. Staff have ensured that all children and parents are included and have selected books that can be read in children's home language, which fully promotes inclusion. The large continuous running screen situated in the entrance provides a good opportunity for parents to see photographs of their children at play and gives them an insight into the range of activities they enjoy at nursery. Staff value parents contribution to the setting. For example, one of the parent's is helping to translate some of the setting's documents to Polish effectively aiding communication. However, further work is needed in this area to ensure that all parents have opportunities to contribute to the setting's overall evaluation process. Parents speak highly of the setting, particularly commenting that they have enjoyed watching their children's confidence, communication and social skills grow and develop, as well as the trusting relationship they have with staff. There are good links with the neighbouring primary school to ensure that they can provide consistency in children's care and learning.

The way in which staff evaluate the effectiveness of the setting is good overall.

They have a clear vision for the ongoing development of the nursery and as a team, they have accurately identified their strengths and areas for further improvement. However, as yet opportunities for parent's to become involved in this process is limited. Staff are working hard actively seeking and listening to advice from local authority early years advisor to help them drive and secure improvement.

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

Children clearly enjoy their time at the nursery where they are well motivated by the interesting activities and caring friendly staff. Children make free choices and move around confidently. Staff demonstrate a common sense of purpose in helping the children achieve as much as they can. They work together to plan a good range of interesting activities and experiences that links to all the learning areas well. Planning is flexible, clear and covers all areas of learning and is firmly based on children's interests and ideas. Children's individual development profiles include examples of their work, photographs and narrative observations, which are linked to the areas of learning and identify their next steps. An effective tracking system is used to ensure that children are making the expected progress in all areas.

The range of activities available to the children helps them to develop good future learning skills, as they become independent learners, who are inquisitive and sociable. For example, children are developing their communication skills as staff spend time talking to them. Most staff use effective open ended questioning, during play to help children think critically. Children are encouraged to ask questions and develop their confidence in participating in conversations as they talk about events at home and how they enjoyed the annual steam engine show. Staff have obtained and use key words from parent's to help communicate with children who speak English as an additional language. However, there are few opportunities for children to see words both in English and their home language displayed around the nursery. A good range of mark-making resources are available, such as, paints, chalks and pencils. This provides opportunities for children to develop their early mark-making skills. Everyday routines and activities allow children to begin to recognise numbers, shapes and colour. For example, they count how many trains there are on the track and confidently name the colours. Water play is freely available and helps to develop children's coordination skills as they pour, scoop and fill buckets, as well as awareness of weight and volume. Children have very good access to information and communication technology resources, such as the computer and most of them use these independently and with confidence. Children are keen to demonstrate their skills in this area and eagerly show how they can recognise some of the keys and demonstrate their use on a tablet computer.

Children develop positive relationship with community members, such as the teachers at the local school and the mobile butcher, who visits the nursery. Children have some opportunities to celebrate other cultural events, such as Diwali and Chinese New Year, which helps to develop their awareness of the world

around them. However, little focus has been given to the significant cultural events for the specific group of children currently attending whose first language is not English. Children have plenty of opportunities to acquire good physical coordination because there is a free-flow emphasis, incorporating indoor and outdoor play, weather permitting. Here, they access ride on toys, dig in the sand and enjoy water play.

Children learn about keeping themselves safe through the discussions and well-established routines. For example, regular fire drills are carried out, in order to increase children's confidence and familiarity with the emergency evacuation procedures. The nursery offers freshly prepared snacks and meals, which are healthy and nutritious. Children follow effective health and hygiene procedures, such as hand washing as part of the daily routine. As a result, they have a good awareness of the impact of this on their overall growth and development. However, the storage of toothbrushes does not fully minimise the risk of cross-contamination as they are all stored in the same container. There are good arrangements in place to care for children, who are ill and the staff are trained in administering first aid. This ensures that children are kept safe and their good health is promoted.

## 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

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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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