

Daisy Chain at Old Hall

Inspection report for early years provision

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Inspector

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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 Old Hall is run by Daisy Chain Day Care Limited and opened in 2006. It is one of four nurseries owned by the company. It operates from five rooms in a purpose-built building. It is attached to The Old Hall preparatory school within the grounds of Wrekin College. All children have access to a secure, enclosed play area.

The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. A maximum of 108 children may attend the nursery at any one time. There are currently 113 children attending who are within the Early Years Foundation Stage. Of these, 55 children receive funding for early years provision. The nursery is registered by Ofsted on the compulsory and voluntary childcare registers. Children come from a wide catchment area. The nursery supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery employs 18 members of staff. Of these, one holds an Early Years Professional Status, two hold a BA Hons in early Years, one is working towards a BA (Hons), two are working towards foundation degrees in early years and all other members of staff hold appropriate early years qualification at level 3. The setting receive support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well settled and enjoy their time at this stimulating and welcoming setting. They have access to a variety of quality toys and resources which are exceptionally well organised to encourage them to make good progress in their learning and development. Children are extremely well valued and their individuality highly respected. Excellent partnerships have been established with parents and other early years professionals. Policies are clear and concise and overall procedures are mostly effective. Management and staff keep their knowledge and skills up-to-date through training. They demonstrate a clear vision for the future of the setting and a strong capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further the record of risk assessment to include anything with which a child may come into contact; this specifically refers to low-level electrical sockets and the rockery.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because management and staff demonstrate a good knowledge of child protection procedures. They have attended child protection training and are aware of the various signs and symptoms of possible abuse and the procedures to follow should they have a concern. Detailed records are kept and monitored and all staff are rigorously vetted with checks to ensure their suitability to work with children. Staff understand their responsibilities to keep children safe. The premises are secure and there are good arrangements for admitting visitors and for handing children over to their parents. Most potential risks to children are effectively identified and minimised through a combination of daily checks and written risk assessments. However, some low-level electrical sockets and the rockery which is located in the outdoor play area are not included in the risk assessment to ensure children's safety is fully protected. Rooms are exceptionally well organised to provide a stimulating and welcoming environment, which appeals to children. Toys and resources are extremely well deployed and are easily accessible, which fosters children's choice and independence.

Management and staff work very well together and are passionate and committed about providing the best possible care and learning for the children and their families. This is reflected in the happy atmosphere and nurturing environment created for children. The self-evaluation system in place enables the management to systematically and effectively monitor the quality of the provision and to identify ways of making improvements. For example, the security of the front entrance has been improved considerably, which has increased the integrity of the building and enhanced children's safety. Carefully analysed questionnaires provide information about parents' views, which are taken into account in further evaluation of the provision. Staff demonstrate a strong capacity to develop the setting in the future. A team of well qualified staff, who regularly update their individual training needs, are deployed very effectively to engage purposefully with the children. This is a highly inclusive setting where the needs of all individual children are seen as paramount. Children with special educational needs and/or disabilities and who use speak English as an additional language, receive excellent support. Outstanding links with outside agencies ensure appropriate additional support is provided where required to enable them to participate fully in all activities.

Relationships with parents are excellent and they speak very highly of the level of care their children receive. They are kept fully informed about their children's progress through daily opportunities to talk with key members of staff and greatly value the formal meetings held during the year. The key workers share their children's learning records with parents and inform them of the activities they participate in. A daily communication sheet is provided and enables parents to become fully involved in their children's development and care routines. Information is shared both formally and informally through ongoing dialogue, regular newsletters and details posted on the notice boards. The setting's daily planning is displayed to keep parents updated about the topics their children are currently engaging in. Excellent induction procedures for new arrivals include a range of clear and concise policies and the opportunity for parents to stay and play

for a time to help their children settle. Staff are fully aware of the importance of working with others and have established superb relationships with the local school. They use accommodation in the school and benefit from regular access to the hall and a well equipped outdoor area and grounds. These opportunities aid in the smooth transition for children from setting to setting. Documentation is well organised and stored appropriately to ensure confidentiality is maintained.

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

Children are warmly greeted on arrival and are clearly very happy and relaxed in the setting. Staff are attentive to children's needs and in particular, younger children receive lots of cuddles and reassurance. This enables them to make good progress in their personal, social and emotional development. Children have a wide range of opportunities to mix with other children and staff, who are good role models of behaviour and attitude. Children show they have learned to share, take turns, be respectful, make friends and behave in an extremely positive manner and this is preparing them well for the next stage of their education. Relationships are positive because the staff know the children very well, and provide enjoyable and interesting experiences for them all. The freedom to choose their own play enables children either to follow their own interests or engage in an adult-led activity. Planning ideas are shared and effective assessment systems have been established to identify and monitor children's learning needs. Samples of children's work, written observations and photographs are well presented in individual development folders and shared with parents to ensure they are fully informed of their child's learning and development.

Children are keen to participate in the activities and encouraged to try out new skills. This supports their developing independence and self-motivation. All children undertake messy play activities, such as water play, painting, sticking and cooking, which stimulates their creative development. Babies enjoy exploring different textures such as cornflour, shaving foam and salt dough. Children's manipulative skills are fostered well through opportunities to build with construction toys, dig in the outdoor sensory areas and mark-make with pens, pencils, chalks and wax crayons. Most of the older children are confident at copying letters of their name. All children are helped to recognise their own names from their artwork being displayed throughout the setting and on their placemats at meal times. Children's language skills are developing as staff engage in their play and take time to listen to them. Younger children babble in response to staff communications and at singing times. Simple sign language and drawings are used to aid their understanding and communication. Children enjoy looking at books and concentrate well when listening to familiar stories. Books are attractively displayed within the setting to entice children to use them. Good daily opportunities are provided for children to develop their simple problem solving skills. They enjoy participating in number rhymes and count everyday objects. Children from a young age enjoy using information and communication technology and show how confident they are at using the mouse to navigate the cursor around the screen. Children delight in looking at pictures of aeroplanes that help to support their natural curiosity. Knowledge and understanding of the world is further developed

as they plant and care for vegetables with the intention of harvesting them in the future. Children's understanding of other cultures in our society is advanced through a wide range of planned and enjoyable activities, based around a whole range of festivals, such as Raksha Bandhan, Kodomono-hi and Chinese New Year. The role play area is thoroughly enjoyed by both boys and girls, and they freely express their imaginations in these well equipped areas. Children develop a range of physical skills and benefit from plenty of exercise through the wonderful facilities provided in the outdoor areas. They greatly enjoy the larger equipment and opportunities to participate in a variety of sporting activities. For example, older children enjoy competing against each other as they balance small hoops on top of their heads and race to the finishing line. Younger children relish being outdoors in the fresh air and enjoy using a variety of push-alongs and wheeled toys.

Children learn about staying safe. A recent topic on Fireman Sam allowed children to learn how to avoid hazards at home. Staff also gently reinforce rules which ensure children develop a good appreciation of safe behaviour and an awareness of others while playing. Children are familiar with evacuation procedures because these are practised regularly. They are encouraged to follow appropriate hygiene routines and know when to wash their hands. There are effective arrangements in place to care for children who are ill and staff are trained in administering first aid. Good attention is paid to encouraging children to adopt healthy lifestyles. They learn about foods that keep them healthy, through practical activities and are provided with a variety of nutritious snacks and meals. Fresh drinking water is readily available to ensure children remain hydrated. Meal times are relaxed, social occasions when children and staff sit together around the table to enjoy their food and each other's company.

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	1
The effectiveness with which the setting promotes equality and diversity	1
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	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	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
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

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