

# Daisy Chain Children's Nursery

Inspection report for early years provision

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**Unique reference number** EY442266  
**Inspection date** 14/08/2012  
**Inspector** Patricia Bowler

**Setting address** 84 Station Road, WIGSTON, Leicestershire, LE18 2DJ

**Telephone number** 01162 570444

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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 Children's Nursery is one of two nurseries within Big Adventures Children's Nursery Ltd. and was registered in 2012. It operates from a purpose built building in Wigston, Leicestershire. The nursery serves the local and surrounding areas and is accessible to all children. There is a fully enclosed garden available for outdoor play.

The nursery opens Monday to Friday all year round from 7.45am until 5.45pm. 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 95 children may attend the nursery at any one time, all of whom, may be on the Early Years Register. There are currently 51 children attending, of whom, 43 are within the early years age range. The nursery also offers care to children aged over five years. 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 10 members of child care staff. Of these, two hold qualifications at degree level and all other staff hold National Vocational Qualifications at Level 2 and 3.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Daisy Chain Children's Nursery provides highly individualised care for children in a rich, vibrant and inclusive environment. Extremely motivated staff, proficient in implementing the Early Years Foundation Stage, ensure all children, including babies make significant gains in their overall development. Outstanding systems to observe, record and identify children's next steps for future learning confirm the rapid progress they make. Staff work effectively at all levels to evaluate current practice and are highly committed to the further development of the nursery's existing high standards.

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

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

- develop further opportunities to enhance learning outdoors.

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

Leadership and management are outstanding. Robust arrangements to protect children from harm are supported by staff, prolific in their knowledge of safeguarding procedures and the steps to take should they have concerns about children, or those caring for them. Robust recruitment and vetting procedures with meticulous induction and appraisal systems underpin staffs ability to maintain high standards and act in children's best interests at all times. Those in charge have high aspirations for quality through methodical and inclusive self-evaluation. Parents and carers complete questionnaires and comment documents to sustain and drive improvements. Children, parents and staff are included to attain ambitious targets and consequently outcomes in children's achievements and well-being are outstanding.

Coherent policies and procedures work highly effectively to support an exceptionally well organised and caring environment where equality and inclusion lay at the heart of the nursery ethos. Parent representatives view and feedback with regard to evolving practice and support for other families attending the nursery. Detailed knowledge is gathered as children commence and consequently they receive highly individualised care apportioned to their needs. Parents acknowledge their involvement, speaking exceptionally highly about the committed, professional and caring attributes of the owner, manager and staff. Communication is diligently maintained through daily discussions and written text recording baby routines and children's activities. As a result, children are eager to attend and parents are secure in their knowledge that they are receiving high quality care.

The setting works diligently with others, such as health professionals and specialist workers. Consequently, robust systems support any specific health requirements and the identification and inclusion of any child with additional needs. Children who have English as an additional language are supported extremely well with pictorial prompts and written words in home languages. Excellent links with local schools are established as children progress in their education.

Although children already benefit from highly stimulating and well-organised surroundings managers recognise that further developments to provide the highest level of outdoor learning opportunities are possible to achieve.

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

Children make prolific progress towards the early learning goals supported with an abundance of equipment and resources in all areas. Low-level storage promotes independent choice for children to steer their own play and make learning fun. Babies and very young children receive excellent care in visually stimulating areas with a wide range of resources to promote early development. A striking area of red, black and white entices babies to explore with tactile resources and early

physical skills are promoted with low-level resources where babies can pull to standing. A dedicated soft play room with a ball pool allows them to develop physical skills as they climb steps and slide down slopes in the safe environment. They activate songs and colour lights as they step on pressure pads and delight as they chase balloons in the ball pool.

Older children are cared for in a rich and vibrant area with continuous provision to meet the six areas of learning. Children predominantly steer their own play engaging in exciting activities and quiet relaxation. They model with clay, discussing their creations in comparison to museum pieces and work independently in a small peer group to construct with bricks taking turns to develop negotiation skills. Children at a creative activity, make unconstrained choices after tracing animals to cut skilfully around these and mount them to make cards for parents. Resources are easily accessible to encourage independence and they choose to involve staff only for help in letter formation in messages of their choice. They know how to write their own names adding kisses using glue and glitter.

Every opportunity is used to enhance children's learning. They take home a 'Chatterbox' box which they return with an item of their choice to share in small groups to encourage communication and language. A 'Bug Box' with a magnifying glass and observation pot facilitates learning at home and they are encouraged to draw what they have found to support parent written information. Children develop their understanding of sustainability through a robust recycling system. Boxes allow them to sort materials into paper and recyclable waste. Children have used reformed paper from their own waste in activities to use for celebration cards and take photographs of a bear they take home to record recycling in the community. This has included visits to the bottle bank and allotments where food waste is used as compost. These practices continue in the nursery garden as children grow and tend to vegetables. Links across the world are established with two nurseries in America and New Zealand. Photographs and written communication takes place and further developments, include the use of visual computer links if time differences can be overcome. Knowledge of the world is a strong area within the nursery. Positive images are evident throughout and children have benefited from parent involvement to listen to stories in Arabic and Chinese. They know many familiar phrases, including, introducing themselves and expressing please and thank you.

Children play a dynamic role in the nursery as staff seize opportunities to expand on their ideas. Following an initial activity about Peter Pan, a pirate ship in junk modelling stands erect in the older children's room and the 'interest room' has been turned into a jungle. This room is accessed by all children who have contributed to paint trees and jungle plants, form a camp fire and make dens in which to hide. The blinds can be drawn as children hunt with torches stimulating their imagination and creativity.

Meticulous hygiene routines throughout all areas minimise the risk of cross-infection. Older children have ownership of their health and well-being and demonstrate through competent personal hygiene practices that they are well informed about healthy living. They enjoy nutritious snacks and varied foods during meal times which serve as an integral part of children's social development.

Older children serve themselves at individual tables where they sit and staff eating with children provide positive role models. Children develop excellent relationships at every level with adults and their peers. A range of positive methods help children understand appropriate behaviour with clear explanations, praise and encouragement. As a result, children know what is expected of them, behave well and develop awareness of how their behaviour affects others.

Staff observe and assess children systematically and maintain comprehensive written and photographic records of individual achievements. Their next steps in learning are precisely identified and purposefully incorporated into activities. Learning journeys are used effectively to record and identify children's consistent progress.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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