

# Baby Daisy Chain

190A Three Bridges Road, Three Bridges, Crawley, RH10 1LN

## Inspection date

Previous inspection date

20/09/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- Staff develop a good knowledge of the children who attend, which helps ensure each child makes good progress in their learning and development in relation to their starting points when they join the setting.
- A successful key person system, and the good relationship staff make with the children and parents, helps young children settle and develop secure and trusting relationships.
- The management team carry out regular performance monitoring of staff to make sure their training needs are met and that they continue to develop their understanding and practice.
- The indoor learning environment and the planning systems in place provide interesting and stimulating activities that engage children and build on their interests.
- Children's early vocabulary is given priority by staff, who value the importance of talking to babies and young children helping them explore and imitate sounds to extend their language development.

### It is not yet outstanding because

- The systems for monitoring the children's assessment records are not established enough to ensure staff are keeping up to date records for every child to identify their abilities and progress.
- The outdoor area has few resources to stimulate and challenge children's all-round development.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in the four play rooms and the outside environment.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked the providers self-evaluation form.
- The inspector took account of the views of parents spoken to on the day

### Inspector

Alison Large

## Full Report

### Information about the setting

Baby Daisy Chain is one of two privately owned nurseries. It registered in 2012 and operates from various rooms in a converted building in the Crawley area of West Sussex. This nursery accepts children aged from three months up to three years old, when they then move on to the sister nursery located nearby. The nursery is open each weekday from 7.30am to 6.00pm all year round. All children share access to a secure enclosed outdoor play area. The nursery is registered on the Early Years Register. There are currently 42 children aged from three months to under three years on roll. The setting receives two year old funding for early education. Children come from a wide catchment

area and are able to attend for a variety of sessions. The setting is able to support children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The nursery employs 10 members of staff. Of these nine hold appropriate early years qualifications and one is working towards a qualification.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- provide sufficient outdoor equipment for children to share and provide resources that stimulate young children
- strengthen the systems for the monitoring of assessment records to ensure all children's skills, abilities and progress are recorded.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children thoroughly take pleasure in their learning and achieve well in relation to their starting points. This is because they enjoy their time at the nursery and staff interact well and develop positive relationships with each child. Staff create a stimulating indoor environment, where the atmosphere is positive and encouraging. Throughout the nursery children make good progress in all areas of development. They are confident and keen to join in activities and are developing warm relationships with each other and staff. Staff make ongoing observations of the children and from these they identify the next steps for each child. Systems for assessment and planning are in place to ensure activities and learning experiences fully support children's interests and the next steps in their learning. Children are able to move around freely and access the good range of indoor resources and activities. Babies are actively involved in their play, confidently exploring resources. They shake and bang rattles and musical toys and are able to climb and practise a range of movements in safety. They are supported well by staff and become confident in their daily routines. Throughout the nursery children are making good progress in all areas of development. They are confident and develop friendly relationships with each other and with staff. Children are learning about the wider world through using a variety of resources that show positive images of diversity, such as books and role play. They use the outdoor area daily and in all weathers to enjoy fresh air and exercise. Their physical skills are developing well. However, the range of equipment provided in the garden is limited and does not provide a challenging and stimulating environment for the children. Children settle well and staff have an excellent partnership with the parents. Parents are kept very well informed about the nursery and the children's day. For example, through daily diaries, information on display on notice boards and the sharing of the children's

assessment records. Baby's routines are discussed with the parents when the child first starts and parents are kept informed about daily routines and the activities younger children have taken part in. Parents state they are very happy with the care and attention their children receive, they feel welcomed into the setting and praise staff for the very good support given to the children. Children are confident and happily explore the activities on offer. For example, children explore the buttons on interactive toys and chat contentedly to themselves as they play. This means children acquire the skills they will need for their future learning.

### **The contribution of the early years provision to the well-being of children**

Children are secure and safe in the nursery and feel a sense of belonging, fostered by consistent care from staff. Effective measures ensure children are learning how to stay safe. Staff discuss safety issues with the older children and they learn why they should not run indoors, or throw the sand, and they learn methods to help them share and take turns. Babies have opportunities to explore resources with their senses. They touch and handle resources to discover how things make a variety of noises and have different textures. The older children are learning about good hygiene routines as they are reminded to wash their hands before eating and after messy play. Good systems are in place to inform staff of any health or dietary issues the children may have and thorough records are kept of accidents and medication administered. The nursery provides a good variety of healthy and nutritious meals and snacks which are cooked on the premises and children benefit from the carefully balanced menu offered. They enjoy their snack and mealtimes when they can choose from the variety of healthy options offered, including fruit and vegetables. Children behave well and are learning to share and take turns. Children in the older age groups are developing positive relationships with each other and interact well together. As they develop and progress, children get to know what is expected of them and become confident to make choices and decisions. Their learning and growing understanding of the world around them helps towards preparing them for future life.

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

Arrangements for safeguarding children are robust. Staff undertake training in child protection and have a thorough understanding of safeguarding procedures. Clear procedures are in place for recruitment and vetting of new staff, which ensures all adults working with children are suitable to do so. Effective performance management procedures are in place. For example, the manager spends time in every room daily. Staff have regular supervision sessions where they can discuss issues and set targets for further development. All staff take responsibility and use vigilance and risk assessments to ensure children's health and safety inside the nursery as well as in the garden. Staff work together well as a team and good management structures are in place ensuring effective communication throughout the nursery. Daily routines and good deployment of staff ensures children's individual needs are well met and children receive good levels of

support in their learning. Equality and diversity are promoted well. The setting offers support for children with English as an additional language and for children with special educational needs. Effective systems are in place for self-evaluation of the nursery to reflect their good practice and prioritise any areas for improvement. An excellent partnership between the nursery and parents ensures key information is shared between them. A comprehensive range of policies and procedures help ensure that children's welfare needs are met. The nursery is organised to provide a stimulating learning environment, with access to resourced areas that children can explore freely. Partnerships with other settings the children attend are in place and the children are taken for visits to the sister nursery they will move on to when they are old enough, to ensure a smooth transition.

### What inspection judgements mean

Registered early years provision		
Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

### Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years

Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

### Setting details

<b>Unique reference number</b>	EY444538
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	783831
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	42
<b>Name of provider</b>	Salolach Childcare Ltd
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01293533397

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### Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are

usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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