

Daisy Maisies

25-27 Appleton Village, WIDNES, Cheshire, WA8 6EL

Inspection date

Previous inspection date

13/02/2013

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

- Children are kept safe as a result of the very effective procedures in place. Staff have a good understanding of how to maintain a safe environment and have accessed safeguarding training.
- Children's needs are sensitively met because the warm and friendly staff are approachable and professional.
- Children explore lots of sensory activities. They play with gloop, paint and flour. This helps them to investigate and discover new sensations.
- Children are encouraged to taste new foods and serve themselves and are developing healthy eating habits because meals and snacks are healthy and nutritious.

It is not yet outstanding because

- One or two members of staff do not effectively use the information obtained from observing children to help children make the best possible progress in their learning and development.
- There are no positive images of a diverse society displayed to help children begin to learn about the wider world.

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 children and staff engaged in activities indoors and outdoors.
- The inspector spoke to children, parents and nursery staff.
- The inspector met with the manager and registered person.
- The inspector examined a sample of children's learning files, enrolment forms and staff files and a range of organisational documentation.

Inspector

Valerie Aspinall

Full Report

Information about the setting

Daisy Maisies day nursery was registered on the Early Years Register in 2012. The setting is owned by a limited company. The nursery operates from a converted property in the Widnes area of Cheshire and is accessible to all children. Children are cared for in three age-related group rooms at ground floor level with access to fully enclosed outdoor play facilities. The nursery employs eight members of childcare staff, who all hold appropriate early years qualifications at a minimum of level 3. The nursery is open five days a week from 7.30am to 6pm all year round with the exception of bank holidays. There are currently 45 children attending who are in the early years age group. The nursery

participates in the Every Child a Talker programme and is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

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

- enhance the already good support for all staff to use information obtained from observing children to understand their level of achievement, interests and learning styles and shape learning experiences for each child reflecting those observations to help all children make the best possible progress in their learning and development
- develop children's understanding of diversity further by displaying positive images of the wider community.

Inspection judgements

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

Children engage in active play with a wide range of resources that support all seven areas of learning. Babies try to post shapes into a shape sorter and staff use shape and number words to add commentary. For example, they count one, two, three out loud and add 'well done!' when the shapes are successfully posted. Large sparkly material allows babies to explore textures and hide their face, when they seek to make eye contact they giggle as a game of 'peek-a-boo' naturally develops. Staff provide musical instruments and demonstrate how to use them to help babies learn about cause and effect. Toddlers enjoy the feel of gloop and paint on their fingers and some make marks on paper, developing their creativity. Staff read stories to individual children and to small groups and sing songs before meal times. They mirror babies developing speech and so help them to develop their communication.

Older children are becoming active learners; they march around the room looking for dinosaurs with their binoculars and investigate the feel of shells hidden in flour. They enjoy group story time, where staff vibrantly tell stories about kind dragons. Staff sit with children at the computer, supporting them as they navigate fun, interactive games. These activities complement the areas of continuous provision, such as construction, role play and writing areas. Children learn about numbers during the daily routine, for example, they count out the numbers of plates and cups at snack time, when staff ask them how many they need. They also count the photographs of children who have self-registered by sticking their name and photograph on the display board. The good balance of adult-led and child-initiated activities results in children being engaged and busy in their play.

All children have a baseline assessment after being in the nursery for four weeks. This gives a starting point from which staff can plan to help them make progress. Staff to build the next steps for children's learning into activities they have shown an interest in. Assessment of children's development is generally sound, but there are occasional inconsistencies in planning and observation. For example, staff pursue children's interest in creativity, but do not always support their language development. As a result, not all children are getting the continued support that would help them make even better progress. Most staff have a secure knowledge and understanding of how to promote the learning and development of young children. However, a very small minority of staff are less precise in their assessments and do not always succeed in providing activities which challenge children across all areas of learning. For example, they plan creative activities in response to children's interests but do not optimise learning in other areas at the same time. Consequently, a small number of children do not always receive the continuity of support that helps them to make even better progress.

Parents are encouraged to share their children's experiences at home by writing on a laminated 't-Shirt' above each child's coat peg. For example, one parent has written, 'we went to the circus', as a result, staff talk to children about their home life, which helps them to feel valued. Staff give verbal feedback to parents each day. Younger babies have a diary sheet to take home explaining what they have enjoyed playing with as well as their meals, sleeps and nappy changes. Information about the revised Early Years Foundation Stage is given to all parents when their children are enrolled. Parents have access to their children's learning files at all times and staff plan to share these at parents evenings.

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

Parents comment that their children have settled in to the new nursery quickly and enjoy spending time with their friends and key person. Children run up to staff to welcome them when they arrive, this shows that children are forming secure attachments. New children have detailed care plans that help the staff to quickly get to know their likes, dislikes and familiar routines. This contributes to the smooth settling-in process and transition from home. In preparation for rest or sleep, staff access each child's storage box, which holds their blanket, familiar comfort objects and a description of how each child likes to be settled down. This shows that staff are sensitive to children's individual needs. When children are ready to move rooms, staff complete a transition plan and write a summary of children's development for the next key person. Alongside settling-in visits, this helps children to confidently ease into their new room.

The nursery environment is bright and welcoming and offers children opportunities to play in a number of areas. There is a sensory room, lit to appear like the night sky and a well-equipped garden with a mix of all-weather surface, grass and an outdoor classroom. The children's playrooms are arranged so children can access resources themselves and have spaces to be messy, as well as cosier, cushioned areas with mirrors. Children play well together and enjoy each other's company, staff speak to children in a calm and quiet way and gently remind them to share and look after the resources. Consequently, children's

behaviour is good. Staff plan activities to promote learning about festivals from a range of cultures. Children have made diva's for Diwali and lanterns for Chinese New Year and dressed up in fancy dress for Halloween. These activities help children to gain an understanding of the wider world. However, there are no positive images of our diverse society displayed to help children recognise similarities and differences on an ongoing basis.

Children are offered a healthy and nutritious diet that includes fresh fruit and vegetables daily. Older children self-serve themselves at meal times and this helps to promote their growing independence. They pour their own drinks and are gently encouraged to try new foods. Posters and role play items help children to learn about healthy eating. Children learn about the importance of teeth brushing as they play with giant toothbrushes and false teeth. Outdoor play is available every day, whatever the weather, helping children to develop a healthy lifestyle. Children are encouraged to run around to keep warm as snowflakes fall, they push prams, ride on bikes and play with balls and so are developing their physical skills. Staff explain that the wooden climbing frame is not safe to play on, as the frost has made the surface too slippery. Consequently, children are beginning to learn about safety and risk.

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

This is the nursery's first inspection since registration. The manager is exceptionally thorough and organised and has ensured the foundations are in place to build a successful setting. Recruitment procedures are effective and all the relevant checks are in place to ensure that staff are suitable to work with children. Staff have a robust induction where they have time to become familiar with the setting, children and staff team before they are allocated the responsibility of key children. Safety of children is paramount. There are very effective procedures in place to ensure children are kept safe. Staff have a good knowledge of safeguarding because they have appropriate training during their induction, and the manager has devised a quiz to check their knowledge. Almost all staff have first aid certificates and training is planned for the few who do not. Appropriate accident and medicine records are in place. Sanitised hand gel dispensers are available throughout the nursery and staff regularly clean their hands to prevent the spread of infection. Staff carry out daily risk assessments and check the identity of all visitors. Closed circuit television is in place throughout the nursery and there is a secure entry system to prevent intruders gaining access and to keep children safe.

Staff practice is observed and they have supervision with the manager who sets appropriate targets to help them develop professionally. Staff development and training is ongoing. The initial emphasis is covering all the required courses to ensure children are kept safe. Future training is planned to cover the educational programmes, but will also cover the developing curriculum. The manager is pro-active in seeking support and is highly reflective. Action plans are in place and good progress is being made towards the goals she has set. For example, every term the manager monitors the progress children make in all areas of learning. She gives good support to all staff to ensure that teaching

supports all children appropriately. She noticed that mathematics was an area where children were not making the best progress. As a result, she supported the staff to develop a maths area in the room for two- and three-year-olds and held a training session on how to incorporate mathematics into the daily routine. The nursery self-evaluation is celebratory of the progress they have made in six months, while also identifying areas for development. For example, there are plans to develop the garden further by creating an area for children to plant vegetables. Staff are involved in the evaluation process and parents are asked to complete questionnaires asking for their views. Their suggestions are taken on board.

Partnerships with health visitors and speech therapists are developing, as children who may need additional support are identified. The local authority supports the setting and key staff attend local cluster meetings in order to share good practice. The manager uses newsletters, email and social media websites to keep parents up-to-date with nursery life. Parents comment on the friendliness and professionalism of the staff, they are kept informed of their children's development and feel they are making good progress. There are no children yet, who have made the transition to school, as the nursery has only been open for six months. However, the manager has had previous experiences of developing relationships with schools and plans to invite teachers from local schools to meet children in the setting.

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

Unique reference number	EY444546
Local authority	Halton
Inspection number	881310
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	63
Number of children on roll	45
Name of provider	Daisy Maisies Limited
Date of previous inspection	Not applicable
Telephone number	0151 424 2484

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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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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