

Daisy Chains Nursery

St Stephens Walk, South Ashford, Kent, TN23 5BD

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| Inspection date | 13/03/2013 |
| Previous inspection date | 13/12/2012 |

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| The quality and standards of the early years provision | This inspection: | 3 |
| | Previous inspection: | 3 |
| How well the early years provision meets the needs of the range of children who attend | | 3 |
| The contribution of the early years provision to the well-being of children | | 3 |
| The effectiveness of the leadership and management of the early years provision | | 3 |

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy to attend, they enjoy their interactions with staff who generally support them well and enable them to feel confident and keen to communicate.
- Parents have positive relationships with their child's key person, overall resulting in consistent support, tailored to meet their child's individual needs and support their progress.
- The leadership and management team work well with employed staff, forming an effective team. They are implementing thorough action plans resulting in improved play opportunities that children enjoy every day.

It is not yet good because

- children who are learning English as an additional language have few opportunities to hear and use their home language in a range of play and learning activities
- students are not given induction information that they can refer to after they begin at the setting to help them understand their responsibilities and the action they should take in an emergency.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- One inspector carried out this inspection.
- The inspector spent time observing children's activities both inside and outside and sought their views through discussion with them.
- The inspector discussed leadership issues with the manager and owner's representative.
- The inspector sampled records and documentation relating to: children's progress and development; safeguarding; staff suitability; policies and procedures and the nursery's action plans.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector
Susan Scott

Full Report

Information about the setting

Daisy Chains Nursery, owned by Grove Nursery Management Ltd, originally opened in 1995 and was registered under its present ownership in June 2012. The nursery operates from a community building in South Ashford, Kent. The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday from 8am to 5pm for 51 weeks of the year. Children use a large dedicated playroom with its own outdoor area. The nursery also has use of the large hall. The nursery receives funding for free early years education for three- and four-year-olds. There are currently 28 children in the early years age range on roll. Staff provide support for children with special educational needs and/or disabilities, and those who speak English as an additional language. There are four staff employed to work in the nursery; of these, three have a level 3 qualification in childcare. The manager has Early Years Professional status and a level 6 qualification. The nursery has giant African land snails, a hamster and some fish.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the educational programme for communication and language by providing opportunities for children whose home language is other than English, to use that language in the nursery, as well as sharing rhymes, books and stories from their cultures.

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

- develop the information provided to students so that they have a clear understanding of their roles and responsibilities.

Inspection judgements

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

Staff have an adequate understanding of how to promote children's learning and development. They make observations of children's achievements and are able to assess children's development. Generally, staff have a sound understanding of how to use 'Development Matters in the Early Years Foundation Stage' to track children's learning, and identify their progress. They have an appropriate understanding of how to plan activities to meet children's learning needs. They are developing their skills with further

training and mentoring. The new learning records encourage parents to give their views and input, increasing their involvement in their children's learning. Children are also involved in planning. Together with staff they are discussing their plans to celebrate Red Nose Day this week when they can all dress up. Staff are aware of each child's stage in their language development and use suitable strategies to support their learning. For example, some children have individual plans to encourage the development of their communication skills and staff use clapping games to build their listening skills.

Children benefit from a suitable range of activities that cover all types of play and learning. However, there are limited opportunities for all children to experience a variety of languages and words, such as greetings, that reflect languages other than English to help everyone understand that families differ. Children like to explore creatively using various materials, and are proud of their string paintings that are displayed on the wall. Children enjoy a variety of appealing construction activities. They develop their skills and concentration by investigating shapes they can manipulate into petal shapes and then into larger shapes as they open them out; they like to use these to sort and organise other items.

Children explore different media and use their imaginations, by playing with dough, or by creating pictures. For example, they use various shaped cutters to stamp out cookies and cakes from playdough and describe how they are going to cook them. They explore the effects of painting with sponge and are curious about the feel of this, and how it springs back when squeezed. Children help themselves to assorted chalks and crayons to practise their early writing skills. They are developing an interest in learning to read by identifying their name labels when they enter the nursery. They investigate technology and are competent at carrying out the commands on the computer programmes they use. Such activities help them gain suitable skills for their eventual move to school.

Children spend the majority of their time in free play, and staff provide helpful suggestions and ideas to keep them involved and interested. Sometimes, staff extend children's play effectively. For example, children are encouraged to balance, jump and stretch while using balancing equipment outside. Children enjoy this activity and others soon join in because of the fun they are having. The staff member participates and extends children's physical skills by making suggestions to challenge them further. For example, she demonstrates how to stretch and to turn while jumping and they are all keen to try these challenges. More children are drawn to the group because they see children laughing and enjoying it and they are all skilfully included. Children are keen to try new activities. They take responsibility to adjust the position of the balance planks when asked. They all laugh at the wobbles they make. They gain a sense of achievement when they are praised for their ability. The children become confident in the activities due to the praise they receive, and staff extend their learning into other areas. For example, they all wait to count, 'One, two, three' and then jump off the planks, building on their understanding of counting.

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

Children settle well in the nursery because they receive individual support from their key person, or a 'buddy' key person, so that someone who knows them well meets their personal needs. Children become interested in their play and this helps them feel confident to leave their parents and explore the play and learning opportunities offered. They can easily reach comfort items such as dummies or blankets if they need these to help them feel secure. They hang up their coats on their named pegs with their photograph attached, and store their packed lunches on the rack in readiness for lunchtime. This encourages a sense of belonging and enables them to develop their independence well.

Staff have created a learning environment where even the youngest children can easily reach a wide range of toys and play equipment, which are of good quality. They help themselves to baskets of puzzles, shells and books. They play in comfortable areas of the playroom where there are cushions and light curtains, providing them with quiet, sheltered places to relax. The outdoor area, which is safe and secure, has been refurbished to provide year round play opportunities and interest. Children particularly enjoy playing outside; even in very cold weather, they choose to play outside enthusiastically. One child says how his hands hurt when he comes back inside as they are cold and he is shown how to rub them together to make them warm again so they will stop hurting. Children have opportunities to experience energetic play indoors as well as out which fosters their physical development. For example, they sometimes join in active games in the large hall and can use soft play equipment indoors.

The staff sit with the children at lunchtime and they all eat their packed lunches together, talking about the foods they like and a variety of topics, such as the snow. They like to talk about the type of food they have in their lunchboxes, and they gain an early understanding of healthy eating. Staff take these opportunities to introduce learning into the everyday experiences by suggesting one child eats 'half' the orange when he says he does not want his fruit. They enjoy healthy snacks at a time of their own choosing and there are plans for them to help in the preparation of these. They do not help to lay the table yet, although they fetch their own packed lunches when these are needed.

Children's behaviour is good because staff are sensitive and consistent. Children learn how to care for their toys by helping to tidy away. They are keen to look after the hamster, offering to take it home at weekends. This helps them to learn about living things in their environment. Children fetch tissues to wipe their noses. They put on their aprons, sometimes with a reminder, before painting. The staff plan to build on their links with local schools and the reception teachers. This helps children to feel more confident when they start school, as they will have met some adults working there. Overall, children gain useful skills that help them in their move to school.

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

The staff team has a sound understanding of the safeguarding and welfare requirements. Staff are checked for their suitability and are familiar with the nursery's policies and

procedures. However, students are less familiar with these, although the manager has carefully vetted their suitability. All the adults know the action to take should they have concerns about children in their care, but there are only basic induction procedures in place at present. The staff team work with local agencies to support the well-being of children. They have developed the use of individual plans. Staff monitor these carefully so that children can make progress. The manager monitors staff so that she is aware of how they are meeting children's individual needs.

The inspection was brought forward, following a concern that medication was not administered in line with parents' wishes. The inspection found that there was a brief lapse in the administration of prescribed medication. The manager implemented disciplinary proceedings. Medication is now administered as requested, and parents sign the records on a daily basis. The security of the nursery is well-managed to make sure that no unauthorised people can gain access. Children, staff and visitors are signed in and out, and all documentation is maintained appropriately. This supports children's welfare.

The new owners have quickly established very strong methods for bringing about improvement. The new manager is well qualified. She is working with them to develop the educational programmes, learning and assessment. The plans to provide a high standard of care and education, are being closely monitored and staff, parents and children are working together to achieve improvements continually. They have set challenging targets, which are based upon an accurate analysis of the nursery's strengths and areas for improvement. Some improvements have brought about immediate benefits for children, such as the re-organised learning environment inside and out. Other plans are taking more time to achieve, such as staff skills in planning and assessment methods. All staff receive good support to improve their skills through training, mentoring, supportive appraisals and supervision. The owners and manager have a secure understanding of how to support children's learning, and intend to develop the provision to meet needs effectively.

Parents are satisfied with the care staff take in settling their children and feel that the key person knows their child well. There is close liaison with the staff and manager over the individual needs of children that are closely monitored by the manager. Parents value the verbal feedback they frequently receive and are pleased with the knowledge and skills children have gained here. The parents are happy with the improvements made so far, such as the re-furnished and well-planned outdoor play area. Links between home and nursery are being strengthened by plans to introduce a lending library. Staff work in partnership with most of the local schools, which helps children make a suitably smooth transfer. Staff are working with the local authority and in partnership with other professionals so that they can enable children to make steady progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

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 action. 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

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| Unique reference number | EY440339 |
| Local authority | Kent |
| Inspection number | 908361 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 30 |
| Number of children on roll | 28 |
| Name of provider | Grove Nursery Managment Ltd |
| Date of previous inspection | 13/12/2012 |
| Telephone number | 020 8699 2629 |

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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, which are usually the childminder's 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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