

Daffodils Day Nursery

9 Drakewood Road, Streatham, London, SW16 5DT

Inspection date

Previous inspection date

24/04/2013

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

- There is a very strong key person system, where all staff know and understand the children very well. Therefore all children feel secure to explore their setting and make good progress in their development.
- There is a very good partnership with outside agencies, to support children who have additional needs. This ensures that children's individual needs are highlighted and everyone works in collaboration to support their progress.
- The provider has a strong understating of evaluating the provision including the activities that take place. This encourages staff to try to make changes in the activities they plan for to improve the ways they support children's learning.

It is not yet outstanding because

- Meal times do not always give children chances to be independent.
- Resources and the general environment does not fully reflect the home languages of the children or staff that attend.

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.

Inspection activities

- The inspector undertook a joint observation of an adult-led activity with the provider.
- The inspector observed children's activities indoors and outside, and the staff's interaction with the children.
- The inspector held discussions with the provider, staff and children.
- The inspector sampled relevant documents, including children's records and some policies.
- The inspector gathered the views of parents and carers during the inspection.

Inspector

Lisa-Marie Jones

Full Report

Information about the setting

Daffodils Day Nursery registered in 2012. It is run by Vale Nursery Limited who run two other three nurseries. The nursery operates from a two-storey house in Streatham, in the London Borough of Lambeth. There is a fully enclosed area for outdoor play. The nursery receives funding for the provision of free early education to all children aged three and four years. The nursery is open five days a week all year round and sessions are from 8am to 6pm. Children attend for a variety of sessions.

There are currently 20 children on roll aged between six months and five years. The nursery makes provision for children with special educational needs and/or disabilities and for those who learn English as an additional language. The nursery employs seven staff who work directly with the children. Most of the staff hold recognised early years qualifications. The nursery also supports students on long-term placements.

What the setting needs to do to improve further

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

- improve opportunities to enable children and parents to see their languages reflected in the setting to encourage them to feel involved and valued, for example by displaying words from different home languages, sharing stories, songs and rhymes from all cultures and in children's home languages, and inviting parents and other adults to contribute.
- extend opportunities for independence by encouraging babies to feed themselves and enabling older children to pour their own drinks and serve their own food.

Inspection judgements

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

The strong key person system ensures that staff understand the children's needs very well. They give priority to each child's individual needs and interests when planning activities. Staff accurately identify children's learning and development needs, their starting points and closely monitor their progress. The provider and staff are continuing to improve the quality of their systems for assessment, planning and tracking children's progress. This enables them to implement an effective system where staff clearly know what children's next stages of learning are and can plan for their differing needs.

Staff provide a calm, nurturing and caring environment, which helps ensure that children are happy and feel settled. Babies are relaxed and content and enjoy the attention that staff give them. They bond well with their key person and are very familiar with other members of staff who work in the nursery. They have clear space to crawl around to promote their physical development. They pull themselves up on ballet bars in front of mirrors. They enjoy the background music in the room, and nod and clap along to the tunes. They enthusiastically explore tins and magnetic toys and bang them with determination. In the role play area, they confidently explore as they cruise along the furniture opening and closing doors and hiding things inside. Children crawl on to adults laps and snuggle in to share stories. They look at pictures and point, attempting to make noises and sounds. Staff constantly talk to babies, encouraging sounds and repeating noises to help them engage in conversation. This makes babies smile and they gladly participate with more noises. Children in the baby room love to experience activities such as shaving foam. They almost sit in the low trays and are completely absorbed in the activity. Staff sit close by encouraging them to take in the smells and feel the textures.

Staff are actively involved in children's activities. They station themselves at activities to support children where needed. They extend their learning experiences and challenge their thinking, by posing open-ended questions. Children make constant choices about what they want to play with. This develops their independent learning skills and allows them to follow their own interests. Children explore and develop their knowledge of mathematics by playing simple dice games as they match shapes and patterns. They count confidently and recognise numbers in everyday situations. Children learning English as an additional language are supported by staff who speak the same language as them. They also have the opportunity to learn French as an additional activity. Staff teach children about each other's cultural diversity. However, the everyday resources do not always provide opportunities to learn about their home languages. For example, through the use of dual language books, signs and symbols, or by sharing songs and stories in other languages on a day-to-day basis.

Staff recognise the importance of having an outside area to further promote children's development. They provide sand and water play and children experiment by mixing water in the sand to make different consistencies to help them mould and sculpt the sand. Children learn about the natural world through growing and planting activities. They learn to care for plants by watering them under the supervision of staff. They enjoy the freedom of the outside area. Children play games with balls and enjoy scooting around in wheeled vehicles. Babies have a safe place to crawl, on the artificial grass with blankets laid out with toys, so they can be comfortable when playing.

Through effective observation and assessment, staff recognise when children need additional help. They enable all children to try things for themselves, make mistakes and learn by exploring and experimenting. All children make good progress because of the staff's good quality teaching. They gain valuable skills for their eventual move through the nursery and on to school. This process is managed sensitively and is based on each child's needs. Consequently, children happily adjust to their new environment.

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

Children benefit greatly from having a key person who monitors their learning and development and knows them very well. Staff share information with parents in a variety of ways, and on a regular basis. Every six weeks, staff provide parents with the planned 'next steps' in their child's development. Parents have the opportunity contribute to this process by making comments and sharing information with staff, promoting consistency between home and nursery. This enables parents to know what their children do in the nursery and how they are progressing. Therefore, they can support their child at home to help them make further progress.

Children are very at home in the nursery. They are independent as they choose toys and activities, and learn to manage their personal care. However, staff do not always enable children to be as independent at meal times. Babies are not encouraged to feed themselves and older children do not always have the appropriate cutlery to support their feeding skills or to serve their own food. Staff positively promote healthy lifestyles. They gently talk to children during mealtimes about the benefits of eating healthy food and the effects it has on their body. Children learn about their own safety as staff use gentle reinforcement throughout their play, about using the scissors or taking turns. Toddlers and pre-school children play alongside each other well, their behaviour is good and they take turns, share and participate well in simple games.

Staff share information with parents about the progress checks for children who are aged between two and three years. Children with additional needs receive very good support and therefore make good progress relative to their starting points. Staff work professionally and closely alongside parents, carers and relevant professionals to make sure that all children will be able to successfully make the move to other early years settings for their future learning.

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

The provider has a good understanding of how to successfully meet the learning and development and welfare requirements of the Early Years Foundation Stage. There are strong systems in place to help safeguard children, protect their welfare and appoint suitable staff. All staff have attended safeguarding training and are aware of their roles and responsibilities. Staff promote children's safety effectively because they conduct robust risk assessments. They make sure they are deployed well and teach children to be aware of how to keep themselves safe.

The provider works diligently to bring about positive changes to the nursery and the outcomes for children. Ongoing and effective appraisal systems for both staff and students are in place, and these help to drive for improvement. Any identified professional training and coaching is identified and implemented well. This ensures that staff are able to deliver good quality care and education to all children. The provider has realistic targets for the new provision. She uses her knowledge and skills from her other established provisions to

make improvements to practices and policies.

Staff take time each evening to speak to every parent when they collect their children. In addition, the nursery sends out newsletters, puts information on display about the activities children participate in and about general information regarding the nursery. Parents report that their children are very happy and feel that their children's progress has improved since attending. They comment on the professional and supportive staff team. Parents acknowledge that staff work so well with other professionals involved in the children's care and facilitate meetings in the setting. All children are well prepared for future learning.

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

Unique reference number	EY454033
Local authority	Lambeth
Inspection number	890120
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	25
Number of children on roll	20
Name of provider	Vale Nursery Limited
Date of previous inspection	not applicable
Telephone number	02087643232

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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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