

Daisy Chain Nursery School

Whitstable Community College, Bellevue Road, Whitstable, Kent, CT5 1PX

Inspection date	24/05/2013
Previous inspection date	09/03/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 experience a variety of activities across all areas of learning and this is reflected in learning journals and the good range of resources to support children's learning.
- Staff have very good relationships with parents and carers in meeting the children's individual needs and continuity of care and learning.
- There are good systems in place to support children's moves to other settings and to identify children's starting points on entry.
- The management team are effective role models who effectively lead the staff team. Good interaction by committed staff enables children to make strong progress in their learning.

It is not yet outstanding because

- Staff do not provide writing resources for children in all possible areas. This means that some groups of children are not always able to write for a purpose or about things they are interested in.

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

- The inspector gathered the views of parents.
- The inspector sampled records and documentation.
- The inspector observed children playing indoors and out side.
- The inspector discussed the settings practice with the manager and staff.

Inspector

Julie Ready

Full Report

Information about the setting

Daisy Chain Nursery School was registered in 1995, and is managed by a committee. It operates from a, self-contained area within the Whitstable Community College. The nursery school consists of a reception area, a large group room with purpose built toilets for children, and a kitchen. Children have access to an outdoor play area. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday from 8.30am until 3.30 pm during school terms only. There are currently 30 children aged from two years to five years on roll. Of these, 17 children receive funding for the free early education for children age two, three, and four years. The nursery currently supports children with special educational needs and also supports children who speak English as an additional language. The nursery employs five staff who hold appropriate early years qualifications. They are supported by a local authority advisor.

What the setting needs to do to improve further

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

- enhance opportunities for children to develop their writing skills in everyday activities, for example by providing writing materials in the role play and construction area.

Inspection judgements

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

Staff have a secure understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. They work well as a team to implement this for each of the children attending. Regular observations of the children playing, and assessments of their progress assist in the planning of a broad range of fun and challenging play experiences and activities. Staff regularly record children's experiences in their 'learning stories'. Parents and children have regular access to these documents and are encouraged to add to them. Parents are welcomed into the setting during arrival and departure times so they can see the environment and the displays of their children's work. Parents also complete home books which gives an opportunity to share the children's interests and events from home. Staff know the children well and are clearly able to describe the progress they make. Information gained from termly assessments is used to compile the children's progress check at age two and identify any gaps in learning at this point.

Mathematics and literacy is well supported within the setting both indoors and outside. Staff encourage children to count the bean bags as they throw them and the number of jumps they make on the trampoline. Children enjoy singing number songs for example 'five little men in a flying saucer'. This encourages children to develop an awareness of number names and recite them in sequence. Children enjoy a range of activities which encourage them to give meaning to marks they make. However, staff do not provide writing materials in all possible areas, for example in the construction and role play areas. As a result children are not always able to write for a purpose or to write exactly about something that interests them in these areas. Children enjoying chalking on the fence outside and making circles with their fingers in foam, to make marks in different ways.

Children are encouraged to take turns to bring in something from home for 'show and tell' and show it to the other children. This is very popular with the children and helps support their sense of belonging and emotional well-being. The children like to sit in the cosy book area and enjoy listening to stories read by staff and independently. Many of the children like listening to stories as a whole group, and they all benefit from sharing a group activity where staff greet each of them by name and use sign language to say good morning. This enables them to learn how to greet each other and gives them confidence in speaking.

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

Staff demonstrate sensitivity and warmth towards the children which ensures they make secure emotional attachments. Children come into the setting happy and settle very quickly within a calm environment. Children show a secure bond with the members of staff. For example, they are confident to initiate conversations and they approach them for comfort and reassurance as they need it. Children are supported well when starting the setting and play visits are offered on an individual basis. Sharing of information between the key person and parent ensures the child's likes and dislikes are known. Along with their developmental stage across all areas of learning which is used to assess children's starting points. The key person system is very effective and a buddy system supports consistent communication at times of sickness and holidays.

Staff are effective in encouraging children's independence and self-care. For instance children take it in turns to help prepare the snack. They are encouraged to wash their hands and put on a protective apron before getting the cups and fruit. Children choose their name card before sitting down in small groups. Children pour their own drinks from small jugs choosing milk or water. There is a weekly healthy snack menu which displays a variety of fruit and savoury snacks. Children are encouraged to wash up their own cup and plate at the end of snack time. Children know how to keep themselves safe and respond promptly to reminders from practitioners. For example, the staff talk to them about being careful when running around in the outside area and to avoid the wet patches because they may be slippery. Children become used to keeping safe in an emergency as they practise evacuating the building and know what to do in an emergency. They have confidence in practitioners who promptly respond to any needs they express. For example, staff thoroughly help those who are toilet training and offer regular reminders.

Children have plenty of opportunities for fresh air through outdoor activities within the enclosed garden. They have access to a wide variety of activities, such as sand, hop scotch, play house, hoops, bats and balls, bikes and ride on toys to exercise their bodies. There is a canopy which offers shelter when it rains and shade when it is sunny so that children have daily fresh air.

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

The manager and staff team are well supported by the committee and the chair person regularly visits the setting. They work well together to ensure that all relevant information is shared for the benefit of the children. The staff team fully understand their responsibility to meet the learning and development requirements for each of the children in their care. They demonstrate a good understanding of how to implement this successfully because the children are making good progress. Partnerships with parents are good and parents are very happy with the nursery. They describe staff as very supportive and easily approached. They say their children are supported well and do not want to leave at the end of the day. Parents are familiar with their children's development and progress because they access their children's learning journal regularly and appreciate the informative conversations they have with key staff on a daily basis. It is apparent from the comments parents make that the children benefit from a range of enjoyable experiences. Staff share information with other providers to support children's smooth moves to other settings.

Staff show a good understanding of how to maintain the safeguarding and welfare requirements and children's safety is given high priority. Effective procedures ensure that risks to children are identified and reduced. For example, the entrance door is closely monitored by staff during arrival and departure times and the risk assessment documents are updated and reviewed as required. The staff are familiar with the Local Safeguarding Children's Board procedures and of how to implement these in the event of any child protection concerns. This means that they are able to promote children's safety.

Staff have opportunities to keep their knowledge up-to-date through attending training workshops and courses. They have regular team meetings where all staff members are involved in the planning of activities for the children. The setting has taken positive action on the recommendations made at the previous inspection and they have responded to the changes of the revised Statutory Framework for Early Years Foundation Stage. They demonstrate a positive attitude to continuous improvement and they have identified some well-targeted plans for the future.

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

Unique reference number	127137
Local authority	Kent
Inspection number	842845
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	18
Number of children on roll	30
Name of provider	Daisy Chain Nursery School Committee
Date of previous inspection	09/03/2009
Telephone number	07947819348

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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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