

# Daisies Day Care

62 Norman Road, Northfield, Birmingham, West Midlands, B31 2EP

## Inspection date

25/04/2013

Previous inspection date

16/05/2011

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

2

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 enjoy the outdoor environment and the different experiences this provides.
- Children come happily into nursery and leave their parents without any fuss because they are warmly welcomed by staff with plenty of smiles and hugs to reassure them.
- Staff work well with other professionals and external agencies to ensure that children receive the support they need in order to make progress in their learning and development.

### It is not yet good because

- Some staff do not have a robust understanding of all aspects of the setting's child protection procedures, and while this has little impact on children's safety because key staff do have a robust understanding, this is not secure practice.
- Staff do not always make use of open-ended questioning or listen to children's responses to extend and consolidate their learning.
- Monitoring, analysis and self-challenge are not robust so that strengths and weaknesses are accurately identified, and planned actions to address weaknesses are effective.
- Staff do not consistently make accurate use of assessments to plan for the next steps in children's learning. As a result, children are not consistently provided with activities and resources to challenge their thinking and develop their independence and imagination.

## **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 spoke with the manager and deputy manager.
- The inspector had a tour of the nursery.
- The inspector observed activities and children having lunch.
- The inspector took account of the views of parents and children.
- The inspector looked at policies and procedures, children's assessment records and a record of staff's and children's attendance.

## **Inspector**

Sally Smith

## **Full Report**

### **Information about the setting**

Daisies Day Care was registered in 2006 and is on the Early Years Register. It operates from two floors of a converted house and also an adjoining self-contained single-storey baby unit, in Northfield, Birmingham. There are enclosed areas available for outdoor play. The nursery serves the local area and is accessible to all children. The nursery also provides an out of school provision.

The nursery opens Monday to Friday for 51 weeks of the year from 7.45am to 6pm. Children attend for a variety of sessions. There are currently 91 children on roll, all of whom are in the early years age range. The nursery provides funded early education for two-, three- and four-year-olds.

The nursery employs 13 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The manager has a level 7 qualification and one member of staff has a degree.

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

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

- ensure that all staff are fully aware of the safeguarding policy and procedures, with particular regard to the role of other agencies with statutory responsibilities and staff's awareness of the action to be taken in the event of an allegation being made against a member of staff
- provide challenging and enjoyable experiences for children in all areas of development by making accurate use of assessment to plan for children's next steps in their learning, and ensuring that staff consistently use open-ended questioning and listen to children's responses.

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

- ensure that resources and equipment are available to develop and extend children's role play further
- work more closely with parents to ensure that there is a collaborative approach to children's health needs, with particular regard to lunchboxes
- improve self-evaluation through the result of careful monitoring, analysis and self-challenge so that strengths and weaknesses are accurately identified and planned actions to address weaknesses are effective.

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

Staff plan a range of activities to cover all areas of learning so that children make suitable progress towards the early learning goals. They observe children during their play and make use of the Development matters in the Early Years Foundation Stage guidance to help track children's development. However, they do not always accurately assess what children know and can do so that they can plan activities that provide an increased level of challenge, particularly for older and more able children. For example, an activity to explore different textures provides appropriate interest for younger children as they talk about the pre-cut materials and how they feel, before gluing them onto the paper. However, the activity is not suitably adapted to challenge older children, such as enabling them to use scissors and cut their own material, or being shown how to scrape excess glue on the side of the pot. Staff do not always meet all of the learning objectives, such as using positional language as intended. This leads to some learning experiences that are not fully matched to all children's needs. Staff are aware of the Early Years Foundation Stage progress check

at age two. They have started to complete these in consultation with children's parents, to assess learning and development and children's next steps.

Generally, the quality of teaching is satisfactory. Staff provide children with a balance of activities that children choose for themselves and those that are led by adults. Staff join in with children's play and investigations sensitively rather than just supervising. For example, children assemble and build with wooden blocks. They discuss how they are going to make a bridge, and staff observe as they test out their ideas. Staff encourage language, such as 'bigger', 'taller' and 'smaller', as children build and compare the size of their towers. Children enjoy books and often sit in the quiet area with a member of staff and listen to stories. Staff at times use questions to explore children's understanding of what is happening on the page and to predict what might happen next. However, in some activities and large group story sessions, staff use too many questions to which children can only answer 'yes' or 'no', rather than give a range of thoughtful answers. In addition, staff do not always wait for an answer. This does not make effective use of the potential for children to learn through finding things out for themselves through investigation and discovery. Generally, staff promote a happy atmosphere in which children can explore a wide range of media and materials, as well as express their thoughts and ideas in music, dance, drama and some role play. For example, children enjoy making up stories and using their outdoor theatre to act these out, sometimes with the accompanying use of story aids and puppets.

Children make sound progress in their physical development. This is because the outdoor learning environment is well planned with a wealth of stimulating, thought-provoking activities to develop their physical skills, senses and imaginative play. Children play in the sensory garden where they listen to themselves clip-clop over the bridge or play musical 'instruments' suspended from a wire. They play with stones, shells and other natural resources, describing how they feel but also using these to sort, line up and count. They use equipment in a variety of ways, often transferring resources from indoors to extend their ideas outside, such as making marks with paint and chalk. This promotes their early writing skills. Staff gradually encourage children to form recognisable letters and eventually write their names. This helps to prepare them for their transition to school. Children develop further skills for their future learning. For example, they take boots and shoes on and off, put on their coats and dress up and play in the home corner. However, there are missed opportunities at mealtimes to extend their independence and provide further challenge, such as serving their food and pouring their drinks.

Staff encourage younger children to become mobile. They put toys just out of their reach so that at first they stretch, and then learn to shuffle and crawl to their chosen object. As children become more confident, they pull themselves to standing using the furniture as an aid. Staff introduce push-along toys to help with children's balance and coordination, and gradually they become adept at moving these around, before tentatively taking their first steps. Once competent in walking, they will happily follow instruction, such as fetching their shoes. Games of 'peek-a-boo' and mirrors placed at their level help children gain an awareness of themselves as being separate to others. Staff develop this further by asking children to point to their eyes, ears and other facial features, along with those of staff.

Children self-register by selecting their name and placing it on the board at the beginning of each session. They are helped by staff who sound out the initial sound of their name. Older children discuss the days of the week, working out that if it was Wednesday yesterday, then today it is Thursday. They are asked to describe the weather by looking through the window and discussing how it felt on their journey to nursery. Children use appropriate descriptive words, such as sunny, cloudy and raining. A member of staff says 'Well, we must look outside for a rainbow then'. She explains to children when rainbows occur to consolidate their understanding. This helps to promote their understanding of the world.

Children are not able to fully use role play as productively as they can, as resources and equipment are not always organised effectively. For example, staff have not considered the layout of the shoe shop or what children should expect to see inside. Although various footwear is available for children to 'buy', there is nowhere for children to sit and try the shoes on. There is limited equipment to extend and develop their role play further, such as writing pads and pencils to make marks, money in the till or foot measures to gauge size. Staff are not always on hand to engage children and capture their interests. As a result, children fleetingly play in this area before moving on. A wooden phone box has no telephone for children to use or a telephone directory to look at. These are missed opportunities to extend children's imagination, to think critically and solve problems and stimulate their language development. However, children do use their imaginations and use the phone box as a den, and as a meeting point with their friends, where they play with cars and dolls.

Children's knowledge of the wider world is fostered as they engage in activities that raise their awareness of different festivals, customs and celebrations, such as Diwali, Chinese New Year and St George's Day. Positive images are displayed to ensure that children gain an awareness of others. Staff use visual timetables and seek familiar words from parents of children who speak English as an additional language. They are beginning to use these to support children in having a more active role in their play and learning. They incorporate familiar songs in the languages spoken within the nursery, and respective children beam with pleasure when they hear a song sung in French. This supports children's sense of belonging.

A range of information is shared with parents to show how children learn at the setting. Notice boards are placed around the nursery to display information about the Early Years Foundation Stage and areas of learning. Regular discussions with their child's key person and parents' evenings impart further information, and parents are encouraged to share what their child is doing at home. Parents have opportunities to develop children's learning. For example, staff share what children have done each day, giving ideas to those parents that wish to extend this further with their child.

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

The nursery is warm and welcoming, and staff are keen for children to be happy while in their care. As children arrive, they settle into play with the toys and become occupied with the range of resources on offer. Most children enter the setting confidently, greeting staff

and familiar peers by name. Less confident children are managed well by staff, who offer comfort and guide them to toys that they know they like. Consequently, children are quickly reassured and parents are happy to leave them. This helps children to feel safe and secure, and builds a firm foundation for developing their confidence and independence. Key persons work well with parents to help children settle; for example, staff complete daily diaries for babies, which they share with parents. These include information about the day's routines and care arrangements. This helps to make the transition between home and the nursery run smoothly. Parents spoken to during the inspection comment positively on the settling-in arrangements, care and learning their children receive.

The nursery is clean and well maintained. Resources are clearly labelled and stored at the children's level so that they can make choices regarding their play. Generally, these are sufficient and varied to meet the needs of most children, although not always appropriately organised so that children can extend and develop their play. Babies have various resources, such as treasure baskets, placed on the floor so that they can explore. Other resources are placed around the room so that children can crawl and toddle over to these, dependent on their interests. Staff are aware of the importance of stimulating young babies' vision by using black and white or high-contrast stripes and shapes, and have a designated area to promote this area of babies' development.

Children behave well. They share their toys, play cooperatively and are kind to each other. Occasionally, children are restless and fidgety when they are not actively engaged in thought-provoking activities, such as large group story time. When groups are smaller, engagement is much improved as staff ask children more pertinent questions, such as 'How many bees are on the page' and 'What do bees make?' Children receive praise for helping to put their toys away when asked. Children's achievements are recognised through a weekly assembly and star awards are presented. Reward stickers are given to children during the course of the day, and when children leave the nursery, they take part in a graduation ceremony where a diploma is presented. This helps children to feel valued and included, and raises their self-esteem.

Routines promote safe practices and children help to devise 'nursery rules', some of which include safety aspects. However, some children are not given appropriate explanations as to why certain practices are unsafe. Although staff stop children running around the environment and ask them to sit on their chairs properly, they do not give clear explanations as to why this is important and challenge children's thinking. The nursery has received a five star award for promoting healthy eating. Children eat a range of dried and fresh fruit for snack and are provided with a varied menu for lunch to incorporate different healthy and nutritional food. However, staff do not closely monitor lunchboxes brought from home, many of which include a range of confectionary and crisps. This compromises the healthy eating ethos promoted by the nursery and children's understanding of a healthy diet.

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

Staff have a suitable understanding of how to safeguard and promote the welfare of children. They are aware of the many signs and symptoms that may potentially alert them to any concerns. All staff know that they have a shared responsibility to report their concerns to the designated safeguarding officer, who is the manager or the deputy manager, about the safety of any child in their care. This ensures children are protected from harm. However, some staff are not clear of which external agencies these concerns should be reported to or the role of the 'position of trust' team in investigating any allegations made against staff. This means their understanding of procedures is not robust. Risk assessments satisfactorily minimise hazards within the nursery so that children can play safely.

Effective recruitment procedures are in place to ensure that all those working with children have completed appropriate vetting procedures, including references and a Disclosure and Barring Services check. In addition, all staff and students have an induction to the setting to ensure that they are fully informed of the policies and procedures in place. Good staff deployment ensures that children are always appropriately supervised and required staff-to-child ratios are met. Students are not included in the ratios or left unsupervised with children at lunchtimes, contributing to children's safety and well-being. The manager and deputy manager monitor staff practice and use regular supervision sessions to discuss strengths and areas for improvement. They work closely with the local authority, who also observe staff as they engage and interact with children.

Staff have access to regular training, both mandatory and more specific training according to their individual needs and interests. Internal and external training is attended by staff and cascaded to other members of the team. All staff are currently attending equality training. Once completed, they intend to carry out an audit of how inclusive the nursery and their room is and make necessary improvements. This helps to motivate staff to make changes in what they do, and ensures that all children are included. Self-evaluation is undertaken to analyse the nursery's strengths, and staff, parents and children have opportunities to contribute to this process. However, evaluation and practice is not carefully considered and robustly monitored with regard to the inconsistent promotion of healthy eating and inconsistencies in staff practice.

The nursery works appropriately with external agencies, for example, speech therapists, health visitors and social work teams, ensuring children get the support they need. Staff consistently share information with parents about children's experiences. They write a summary of care in the communication diaries or record sheets, and make sure parents know how they meet their children's needs. Strong links are established with local schools to aid children's transition. Staff use their assessments to complete summary documents as children start school in order to effectively support their transition to the new environment. Discussions, visits and shared information ensure children are confident and ready for change. Staff also liaise with teachers regarding children who attend their out of school provision. This ensures that they are able to complement and consolidate children's learning.

### **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

<b>Unique reference number</b>	EY338950
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	909782
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	54
<b>Number of children on roll</b>	91
<b>Name of provider</b>	Daisies Day Care Ltd
<b>Date of previous inspection</b>	16/05/2011
<b>Telephone number</b>	0121 4758563

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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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