

Daisy Chain Nursery Ltd

9 Pearson Lane, Bradford, West Yorkshire, BD9 6BG

Inspection date	23/05/2013
Previous inspection date	18/05/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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

- Staff give good attention to enabling children to play outdoors each day. This means that they benefit from lots of fresh air and have freedom to play and explore on a larger scale.
- Children thoroughly enjoy their learning and make good progress because staff provide them with a wide range of interesting activities. They are very keen to take part in these and enjoy exploring and joining in with new experiences.
- Children have good opportunities to listen to stories throughout the day, which means they have a love of reading from an early age and develop good listening skills.
- Children are cared for by a very friendly, approachable and dedicated team of staff. They know each child well and give high priority to providing a safe and secure environment for them to play and learn.

It is not yet outstanding because

- Staff ask older children open-ended questions, however, they do not always give them sufficient time to formulate their answers, to enable them to use their thinking skills fully.
- The rich opportunities for children to develop their imagination and make marks to develop early writing skills are not fully extended to the younger children's outdoor play area.

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 had a tour of the premises and observed children playing in all the play rooms and outdoor areas.
- The inspector met with the manager/owner and spoke with staff and children at appropriate times during the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the provider's improvement plan.
- The inspector looked at a selection of children's learning records, planning documents, policies and children's records.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Diane Turner

Full Report

Information about the setting

Daisy Chain Nursery Limited was registered in 1997 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted detached house in the Heaton area of Bradford. It is privately owned and is managed by one of the owners. The nursery serves the local area and is accessible to all children. It operates from five rooms over two floors, with two enclosed areas for outdoor play. The nursery employs 17 members of childcare staff. Of these, thirteen hold an appropriate early years qualification at level 3 and the owner has Early Years Professional Status.

The nursery opens Monday to Friday, all year round. Sessions are from 8am to 6pm. Children attend for a variety of sessions. There are currently 110 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language. The nursery receives support from the local authority and is a member of the National Day Nursery Association.

What the setting needs to do to improve further

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

- promote a consistent approach to giving older children time to formulate answers to questions to fully support them in using their thinking skills

- extend the opportunities for younger children to use and explore materials and resources in the outdoor area that support them in developing their imagination and early writing skills.

Inspection judgements

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

All staff have a good understanding of the Statutory Framework for the Early Years Foundation Stage and how children learn. They provide a good range of activities that are tailored to children's individual interests, which means they are motivated to learn and eager to take part. For instance, following an interest in music, children ask if they can make their own instruments. Staff accommodate their request by effective teaching and showing them how to make shakers. They show children an example of what can be achieved by filling a pot with rice and covering the top with paper. They provide small pots

and different coloured paint so children can then start the process. They give them time to decorate their pot in their own way and explain that this needs to dry before they go on to the next stage. This successfully enables children to learn that some projects need time and go through different stages before they are complete. The member of staff also uses the opportunity to assess children's recognition of colour during the activity by asking them if they know what colour paint they are using. She also evaluates how effectively they use brushes to gauge their physical development.

Staff promote children's communication and language well through their skilful use of books and stories. They capture children's interest because they read stories with expression and use different voices. Older children confidently join in with familiar refrains as they listen to a story about going on a lion hunt. They are keen to predict what might happen next. Younger children giggle with delight as a member of staff uses a book with a cut out centre that she can look at the children through. As a result, children show high levels of interest and develop a love of reading from an early age. Staff skilfully use games of 'I spy' with older children to encourage them to be observant and make connections. For example, one child delights in identifying who is wearing purple shoes. All staff use open-ended questions to encourage children to think. For instance, they ask children 'What can you see' as they explore the sensory garden. However, occasionally some staff are too quick to provide the answer themselves, instead of giving children time to formulate their answers. This means children are not always supported fully in developing their critical thinking in order to make links in their learning.

Staff provide a stimulating and inclusive environment for children to play and learn. Toys and resources are presented at children's level, which enables them to make independent choices and follow their own interests. Children's art work is displayed with pride in all rooms, which shows their efforts are valued and appreciated. Words are displayed in context in different languages in both the role play and snack areas in order to support children who speak English as an additional language. Staff provide good opportunities for children to develop their mathematical skills. They make good use of everyday routines, to support children in using number for a purpose. For instance, as the older ones line up they encourage them to count how many are going outside and to do the same on the way back in. They skilfully teach children about simple calculation by explaining there are only 12 children returning indoors as three have gone home. Staff encourage children to routinely count how many plates of food they need for their table at lunchtime. Children confidently request the correct number and understand that this means everyone receives their meal.

Staff observe, assess and keep clear records of children's progress in all areas. This includes the progress check at age two. Parents are invited to attend regular review meetings with their child's key person and receive a termly report of their children's development. This means they are fully informed of the progress they are making. Parents add comments about their children's progress at home to the record. This means staff have a full picture of children's development and the skills that they are gaining. Consequently, they can plan precisely for the next steps in their learning and provide ideas for parents to support these at home. Parents state that they are delighted by the progress their children are making.

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

Staff give high priority to making children's transition into the nursery as calm and pleasant as they can. Settling-in visits are carefully arranged so they meet the needs of both parents and children. Parents are able to telephone at any time if they need reassurance that their child has settled and is happy. Older children are able to speak to parents at this time if they wish. Parents can also sit in the office and watch their child at play on a close circuit monitor, should they require further reassurance. Staff as children's key persons gather good information about children's routines, likes and dislikes. This enables them to provide care that is an extension of children's home lives. Bi-lingual staff are on hand to support parents who speak English as an additional language, with the process. Consequently children settle well and develop close bonds with their key persons. This means they are emotionally secure in their environment and have a strong base for their learning and development. For instance, babies delight in playing peek-a-boo using sheer fabric, safe in the knowledge they can still see their carer. They like snuggling in to their key person when they are feeling tired and enjoy the feeling of security this brings. Staff make an assessment of their key children's well-being each week, to ensure their individual needs are being met. They make a note this in their progress record.

Staff give high priority to enabling children to follow a healthy lifestyle. For example, they ensure children clean their teeth after lunch. The activity is accompanied by a song, to remind children to use the correct action with their brush, so they do a thorough job. Staff make sure all children have access to the outdoor area every day. This means they benefit from plenty of fresh air, have space to play on a bigger scale and good opportunities to develop their physical skills. For instance, a member of staff encourages younger children to run around after her. This successfully enables them to gain control of their bodies as she encourages them to change direction and avoid equipment. Children quickly follow her lead and delight in the activity. Another member of staff encourages older children to form a band. Her enthusiastic approach results in children marching around and making different sounds as they beat empty tins. As it starts to hailstone she then encourages children to hold out their hands and catch these. Children are intrigued as the hailstones melt in their hands. This successfully enables them to learn about different weather through first-hand experiences. Older children have good opportunities to use their imagination and develop their skills to make marks outdoors. For instance, one child pretends to fill her car with 'petrol' from a pump. She then explains she is going to the seaside. Other children confidently use chalks to practice their 'writing' skills on a board. However, these rich opportunities are not provided on a continuous basis in the younger children's garden. This means they are not consistently supported in engaging in all areas of learning in the outdoor environment.

Children learn to behave well because they have secure routines and know what is expected of them. For example, they know to sit and wait until everyone has got their plate of food before they start eating. They take it in turns to ask who would like dessert on their table. This shows they have good manners and respect for each other. Children are encouraged to take on responsibility for watering the plants in the garden. They know, for example, that the plants need water or they can die. This means they make a positive

contribution to the life of the nursery. Staff acknowledge children's efforts with meaningful praise and use reward charts where appropriate. This successfully raises children's self-esteem. Staff give good attention to helping children learn about personal safety. For example, older children are taught to line up before going outdoors and to count how many are present. They repeat this on the way back in, which teaches them to check everyone is accounted for and no one is left behind.

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

The owner/manager and staff team work successfully together to ensure the requirements of the Statutory Framework for the Early Years Foundation Stage are met to a good standard. The procedures used for assessing the suitability of any new staff are thorough and all members of the team attend training in child protection. Consequently, they are confident in their ability to recognise the possible indicators of abuse or neglect and know to whom they should refer any concerns. The security measures for the building are highly effective and include the use of close circuit monitoring equipment. Accident and medication records are meticulously maintained and parents receive a copy of these for their information. Staff are vigilant in ensuring parents provide them with up-to-date information regarding children's health needs, to protect their well-being.

The staff team is friendly and approachable and deployed very efficiently. This means children are supervised well at all times and supported effectively in their learning. For instance, a member of staff leading a craft activity positions herself so she can also observe children playing in the sand and water, to ensure they do so safely. Staff's performance is monitored effectively. The owner/manager works alongside staff, which enables her to make regular observations of the quality of their teaching. She models good practice herself and provides sensitive support for staff where needed, to improve their practice. Children's development is monitored effectively by their key persons, which ensures there are no gaps in the educational programme. This means children reach their full potential. The owner/manager gives good attention to monitoring the quality of the service and continually improving this. She ensures all staff contribute to the self-evaluation document, which promotes an inclusive approach. This is reviewed every six months and used successfully to draw up a targeted development plan. All recommendations raised at the last inspection have been addressed successfully. Staff reflect on their personal performance at their annual appraisal and regularly attend additional training to develop their practice. All of which, means the nursery's capacity for continuous improvement is good. Consequently, the outcomes for children's learning and development are regularly enhanced.

Parents and children are consulted on a regular basis to ensure their views of the nursery are known and responded to. For example, children choose what fruit they would like for their snack and they are asked what they like about particular aspects, such as outdoor play. Their responses are then displayed alongside photographs of the activity. Parents express their views through questionnaires. For example, they asked for more review meetings to be held to discuss their children's progress and these have been increased to

three per year. This shows parents play an active part in moving the nursery forward. Parents receive very good information about the nursery through a prospectus, regular newsletters and a website. They are fully informed about their children's day through discussion, which older children are encouraged to be involved in. Parent's comments about the nursery are very complimentary. They describe staff as being very caring and that they are very pleased with the way they have helped their children to settle. Links with other early year's settings children also attend are good. For example, information is shared through individual communication diaries, which promotes a cohesive approach to children's care and learning across the settings.

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	302026
Local authority	Bradford
Inspection number	913885
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	54
Number of children on roll	110
Name of provider	Daisy Chain Nursery Ltd
Date of previous inspection	18/05/2010
Telephone number	01274 499411

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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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