

# Daisy Chain Day Care Nurseries

Hastings Road, LEYLAND, Lancashire, PR25 3SP

<b>Inspection date</b>	31/05/2013
Previous inspection date	22/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 enjoy their time in the nursery, engaging effectively with knowledgeable and caring staff who support them in making good progress in their learning and development.
- Strong and secure attachments between staff and children ensure that children's emotional well-being is fostered extremely well.
- All practitioners encourage children's good health and well-being. Children are safeguarded because the staff understand the policies and procedures which protect the children in their care.
- The nursery develops successful partnerships with parents. Information is shared between staff and parents on a daily basis in order to meet the children's individual needs.

### It is not yet outstanding because

- There is scope to further develop systems to effectively engage all parents in their children's learning in the nursery and at home.
- Not all opportunities to engage in children's interests and maximise learning experiences, are used in the pre-school room.

## 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 observed children's play and staff interaction.
- The inspector talked with available staff and held discussions with the registered provider and the managers.
- The inspector observed children's activities throughout the visit in all rooms in the nursery.
- The inspector examined documentation including a representative sample of children's records, policies, children and staff attendance records, staff suitability and training records.

## Inspector

Sue Rae

## Full Report

### Information about the setting

The Daisy Chain Day Care Nurseries is one of three nurseries and was registered in 2000 on the Early Years Register. It is situated within a former church hall, which is a single storey detached property within walking distance of Leyland town centre and is privately owned and managed. It operates from two rooms and the children have access to the two outdoor play areas.

The nursery employs 14 members of childcare staff. Of these, 12 hold appropriate early years qualifications of which, 10 are at level 3 or above, and two hold early years qualifications at level 2. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 22 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 children with special educational needs and/or disabilities.

### 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 parents to contribute to their child's development by sharing what they know their child can do, to further support their learning in both the nursery and at home
  
- extend opportunities to maximise children's interests and learning, through the further use of skilful observation.

## Inspection judgements

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

Children are welcomed into the friendly and warm environment where they show that they feel safe and secure. They clearly enjoy learning through play, eagerly choosing what they wish to do from the varied range of resources offered. Children demonstrate a positive approach to learning, supported by the cheerful interactions of the practitioners caring for them. Attentive staff play alongside the children offering gentle support and encouragement, extending children's learning with individual attention. Information gathered by the key person when children first attend provides a good base for establishing children's starting points in learning. This enables staff to plan for individual children's progress from their earliest days in nursery. As a result, children settle quickly because staff understand their needs well and meet them consistently. Children's records

of learning include photographs and observations and these highlight the development they are making. Staff plan activities and opportunities together as a team, taking into consideration the children's interests. Parents are actively involved in contributing to their children's development through daily discussions, daily diaries and suggestions. However, there is scope to improve opportunities for parents to share what they know their child can do, to enhance learning opportunities at the nursery and home.

Children are secure in communicating their needs and preferences and they confidently approach the staff to ask for help when needed. Children develop their vocabulary using words, such as, 'mix', 'sticky', 'large' and 'small' as they make porridge for the 'three bears'. However, not all opportunities are routinely used to maximise children's learning through effective engagement. Children are developing independence and confidence which they demonstrate through helpfully tidying away toys. The babies giggle as they enjoy climbing over and under play equipment and practitioners use this opportunity to extend their language by repeating words describing what the babies are achieving. They help children to understand how to pronounce words by responding and repeating what they say in the correct way.

All areas of the nursery are well organised to allow children to select activities for themselves. Children are able to move around freely and have access to secure outside spaces where they can use a wide range of toys and equipment to promote their physical development; which is progressing well. They show confidence and an awareness of safety in exploring the outside space, watering plants, balancing and climbing. When staff read stories to the children they are able to predict what happens next and join in with the story, and their enjoyment and concentration is abundantly clear. Staff widen children's learning by extending story time, discussing and comparing how big their turnips are growing, compared to the turnip in the story. These activities support children's early language development and literacy skills and promote their personal, social and emotional development. As a result, children are developing the skills and attitudes needed to prepare them for their next stage of learning, such as moving onto school. A good range of resources, posters and play equipment reflecting cultural diversity helps children learn about the wider world.

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

All children form secure and emotional attachments as a result of the effective key person system. Staff are attentive to their individual needs and treat children sensitively and with respect. Children clearly enjoy cuddles and the individual attention they receive, making them feel valued and special. This provides a strong base for babies enabling them to become independent. They receive reassurance and comfort from familiar adults and this enables all children to develop skills for learning. Babies and young infants settle well because staff work closely with their parents from the point of entry onwards, obtaining detailed information. As a result, staff have a good knowledge of their individual likes and routines, enabling them to meet their needs effectively. Children of all ages are confident explorers and enjoy investigating a wide range of resources. Young infants discover mark making, using large chunky crayons, which are easy for them to hold. They concentrate when making marks and babble to the staff when they are asked about their pictures,

helping develop their listening and speaking skills.

Children demonstrate high levels of confidence and self-esteem as they move freely around the nursery, they cooperate with peers and are keen to share their activities with staff and other adults. Children are learning to negotiate with peers, share and take turns in their play. Their artwork and early attempts at writing are put on display to boost children's self-esteem. Children are well behaved and have a good awareness of right and wrong, responding positively to guidance from staff. They are encouraged and praised, and their efforts are acknowledged appropriately. Staff support children well, so they understand the importance of basic personal hygiene. Children develop self-care skills, for example, washing their hands before they eat and after using the toilet, making healthy choices at lunch and snack times, learning skills for the future.

There is a good nappy changing procedure for babies and young children and staff ensure that they are sensitive with them. Meals and snacks are fresh, healthy and nutritious as the food is prepared on site. Staff have a good system in place to support children with any particular dietary needs. This procedure includes obtaining all the required information from parents, writing detailed care plans and regularly reviewing them. Children's health and well-being is very well promoted. They are supported well in learning to stay safe. Safety surfaces outdoors enables children to take risks but hazards are removed and they take part in regular evacuation practises. Children are well prepared for the next stage in their learning and development as the setting supports them in making the transition to school. They develop confidence in various social situations, which prepares them for moving on.

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

Staff are confident of their responsibilities to safeguard children, they know the procedures to follow and fully understand, who to report any concerns to. The designated safeguarding officers provide leadership in this field. All staff complete safeguarding training and the provider monitors their knowledge through questioning and discussion. High priority is given to children's safety. Staff ratios are good. Staff are sufficiently deployed throughout the nursery to ensure children's needs are effectively met. Regular and comprehensive safety audits are carried out by the provider, in addition to staff implementing the policies and procedures to ensure children's safety. The recruitment and vetting procedures help to ensure that all staff are suitable to work with children. Legally required records for children's welfare are accurately maintained, such as children's attendance records and accident records.

The provider and management team have a very good understanding of their roles and responsibilities with regard to meeting all requirements of the Statutory framework for the Early Years Foundation Stage. Through effective monitoring of the educational programmes, the managers ensures that children are provided with a wide range of challenging experiences to support their good progress towards the early learning goals. This involves managers monitoring the quality of planning and observing staff practice. The enthusiasm of the management team is reflected in the staff practice. The staff team

are continually reflecting on what they do to improve the quality of the provision. Supervision and appraisal sessions offer staff support and identify opportunities for professional development. Staff have good opportunities to pursue training and develop their professional skills. The self-evaluation processes identify the nursery's strengths and target plans are in place to secure further improvements. Children and parents are involved in the process their views are actively listened to and their ideas and suggestions implemented. The recommendations from the previous inspection have been fully met.

Parents are very complimentary about the nursery and make positive comments, such as 'we get really good feedback every day' and the 'key worker knows my child very well'. They comment that staff are friendly and approachable and support children's learning and development very well. Effective partnership working with other professionals involved with children, including those who deliver the Early Year Foundation Stage to the children at other settings, are established. This contributes to children's progression, the smooth transition to their next stage of education and ensures that those with special educational needs and/or disabilities are supported well.

## 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>	EY270873
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	921004
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	46
<b>Number of children on roll</b>	22
<b>Name of provider</b>	Daisy Chain Day Care Nurseries Limited
<b>Date of previous inspection</b>	22/01/2009
<b>Telephone number</b>	01772 623 709

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

