

Daffodil Day Nursery

Main Road, Long Harborough, Witney, OX29 8LA

Inspection date

12/06/2013

Previous inspection date

16/09/2008

The quality and standards of the early years provision

This inspection:

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 particularly enjoy exploring and investigating the exciting outdoor play environment.
- The educational programme is stimulating and supports children to make good progress in their learning in preparation for school.
- Children are safe and secure, and their welfare needs are met effectively.
- Staff develop trusting relationships with parents in order to support their child both in the nursery and at home.
- The setting is well led and managed. Self-evaluation is effective and identifies strengths and areas for development.

It is not yet outstanding because

- Children make good progress in their speaking and listening skills, although not all staff fully extend this through asking open questions.
- Children enjoy handling books and listening to stories, although there are some missed opportunities to encourage this further.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the play rooms and garden.
- The inspector had discussions with parents, staff and the children.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including children's records, policies and procedures and the nursery's self-evaluation.

Inspector

Kim Mundy

Full Report

Information about the setting

Daffodil Nursery registered in 2008 and is run by a private provider. The nursery is located in Long Hanborough in Oxfordshire. It operates from a building, which has been adapted to provide accommodation on the ground and first floors. The pre-school is located on the first floor and is accessed by stairs. All children share access to secure outdoor play areas. The nursery is open each weekday from 7.45am to 6pm for 50 weeks of the year. There are currently 39 children on roll. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. Children attend for a variety of sessions. Systems are in place to support children with special educational needs and/or disabilities, and children who are learning to speak English as an additional language. The nursery employs nine full-time staff and one part-time member of staff. Of these, nine staff hold appropriate early years qualifications. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register.

What the setting needs to do to improve further

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

- develop further the quality of teaching in order to challenge children's thinking and their speaking and listening skills
- plan further opportunities to develop children's interest in story books.

Inspection judgements

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

Children settle quickly and engage happily as they participate in a good balance of adult-led and child-initiated activities. Good achievement starts in the baby room and continues to toddler room and pre-school room. The indoor and outdoor learning environments are very stimulating and effectively support children's all-round development. Good systems are in place to identify children's developmental starting points as a benchmark for their future learning. Staff plan well balanced educational programmes and, overall, they support children's learning well through purposeful interactions. However, at times there are inconsistencies in the quality of teaching in order to challenge children's thinking and further develop their speaking and listening skills.

The baby and toddler rooms allow space for them to move around freely. For example, the clear floor space encourages babies to investigate play materials and equipment

safely, and gain confidence in mobility and walking. Babies and toddlers enjoy using their senses as they investigate various objects and materials. They explore early mark making as they feel paint, rice and sand. Younger children grasp chunky chalks to make marks on the ground in the garden. Pre-school children extend their good mark-making skills as they write for many purposes and draw recognisable pictures. Children recognise their name and different words in the environment. They become very aware that print carries meaning as they look at books and enjoy listening to stories. However, their interest in early literacy is not fully extended through the use of puppets and other props. Babies and toddlers build on their large muscle control as they push along toys, sit and ride toys and climb on apparatus. They have great fun giggling and chasing the large bubbles blowing around the garden.

All children thoroughly enjoy the interesting and stimulating outdoor activities. The gardens are set up with activity areas and resource boxes to excite and capture the children's interest. For example, they have fun making dens and moving logs to sit on around the camp fires they build. Children retrieve resources from boxes to extend their play such as tape measures, bug boxes and musical instruments. Children engage in many worthwhile activities to develop their knowledge and understanding of the world in which they live. They care for living things; for example, in the vegetable garden, they plant out their seeds, pick and prepare the vegetables to eat. They look after the rabbit and collect the eggs from the chickens. Children have good opportunities to develop their skills in technology. Babies enjoy pressing buttons and pulling levers on toys and more able children's skills are extended as they use magnifying glasses, bug boxes and cash tills. The children's awareness of multicultural Britain is heightened as they celebrate various festivals, such as Eid, Chinese New Year and Christmas. A good range of activities, toys and resources, including those that reflect disabilities, help children to appreciate difference; for example, books, dolls and dressing up clothes. Children use their imagination as they join in art and craft activities and dress up in the role play area.

Children develop good mathematical skills as they learn about colour, number and shape during many activities. Babies and toddlers enjoy singing number songs and rhymes, building with blocks and posting shapes to help to develop their early problem-solving skills. Children count, match and sort objects and they use their imagination as they build with large and small construction toys. In the sand and water play, children investigate volume and capacity as they fill and empty different containers. Children's early learning experiences are positive in this safe, secure and caring nursery. Therefore, they acquire good skills for their next stage of learning.

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

Children have a strong sense of belonging as they arrive confidently at their nursery. There is a good range of toys, furniture and equipment to meet children's needs; for example, low level tables and chairs for babies, toddlers and pre-school children. This helps them to balance and, therefore, eat comfortably with their feet on the floor. Parents positively comment on the strong focus on the children's emotional well-being and the settling procedure, which is individual to each child. Children behave very well because

staff model and encourage respect and good manners. They receive lots of positive praise when they achieve tasks and, as a result, this promotes their self-esteem. Younger children play alongside one another with some interaction and pre-school children begin to develop good friendship groups.

Children develop a good appreciation of living a healthy lifestyle. Daily fresh air and exercise supports children's physical development. The provision of wet playsuits means that children enjoy exploring outdoors in all weathers. The educational programmes include visiting sports teachers. Children learn control over their bodies as they join in activities such as football. Nutritious meals are freshly prepared on site and effective procedures take full account of children's special dietary requirements and medical needs. Children increase their independence skills as they begin to dress and undress and cut up their food and pour their drinks. These skills help them to prepare them for school. Good hygiene procedures are encouraged. Children have individual bed linen, use paper towels and they know when they must wash their hands in order to prevent the spread of germs.

Children develop a good understanding of how to stay safe as they practise the fire drill, and through themes, such as road safety crossing. They learn how to use equipment safely; for example, as they cut with scissors and climb on apparatus. Staff allow children to take reasonable risks; for example, in baby and toddler rooms, they learn to manage different surfaces in the garden, such as walking up and over the small grass mound. Older children gain confidence as they climb more challenging apparatus with staff close by to offer support. All children take part in emergency evacuation drills so they know what to do in the event of a fire. As a result, children learn to keep themselves safe.

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

This nursery is well led and managed. The kind and enthusiastic staff work well as a team to promote good outcomes for children. Staff are fully aware of the nursery's whistle-blowing policy and the correct procedures to follow if they have child protection concerns. Rigorous recruitment and effective induction procedures are in place for staff to ensure their suitability to work with children. Staff carry out effective daily risk assessments for the premises and outings so that children can make independent choices about what they want to play with and can play safely both indoors and outdoors. The management team maintain all of the required paperwork to a good standard. For example, recording procedures with regards to medication, accidents and children's attendance records.

The staff have effective systems in place for self-evaluation by reflecting on their practice. Parents' views are valued as they are invited to put suggestions forward and complete questionnaires. Effective systems are in place for staff induction, appraisals and underperformance. Staff have good opportunities to develop their knowledge and skills through attending training courses. The nursery has successfully addressed the recommendations from the last inspection to further benefit the children. This demonstrates that staff have the capacity to maintain improvement.

The management team is aware of their responsibilities in meeting the learning and development requirements. The effective two-year progress check includes parents' involvement to discuss their child's progress with their current and future key person. Any concerns about children's progress are discussed. If necessary early intervention, such as planning in more detail for specific areas of learning, helps to bridge any educational gaps. The staff provide an inclusive environment for all children. When caring for children who are learning to speak English as an additional language, the staff ask parents for key words in their first language and use pictures to assist with communication skills. Staff establish positive relationships with others to benefit the children. The village school teachers visit the nursery and children visit the school on special occasions; for example, to the school fete and Nativity play.

Positive partnerships with parents, carers and other professionals enable children's individual needs to be met effectively. Parents receive very regular feedback on their children's routine, activities and progress through the daily sheets, parents' evenings and learning journals. Parents and staff add 'WoW' moments to the notice board as the children achieve new skills. In discussions with parents during the inspection, they state they are very happy with the nursery and that there is always a warm and friendly atmosphere.

The Childcare Register

The requirements for the compulsory 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	EY370837
Local authority	Oxfordshire
Inspection number	896286
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	39
Name of provider	Daffodil Nursery Limited
Date of previous inspection	16/09/2008
Telephone number	01993 883451

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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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