

# Daisy Chain Nursery

Royal Court, Maldon, Essex, CM9 5DA

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|--------------------------|------------|
| <b>Inspection date</b>   | 23/05/2013 |
| Previous inspection date | 15/02/2011 |

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|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 2 |
|  | Previous inspection:    | 2 |
| 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

- Well-planned themes and topics inspire children to explore new ideas and expand their knowledge of the local environment as well as the wider world.
- Children have use of various outdoor areas as well as the playrooms to develop their physical skills and enhance their problem-solving skills through active, free play.
- Children form strong bonds and attachments to the adults caring for them as practitioners take time to find out children's home routines and incorporate these where possible, so children feel safe and secure.
- The management have a good overview of how the staff are developing and their individual capabilities; this ensures that children benefit from a staff team who are enthusiastic and happy to try new ideas.
- The management is forward looking and strives at all times to improve the facilities and activities offered, so children's experiences are varied and enriched.

### It is not yet outstanding because

- Resources are not always used to full effect to support children's all-round development.
- There is scope to extend the already good partnership with parents as parents are less likely to be involved in contributing ideas and planning for their children's learning, or commenting on achievements in the development profiles.

## **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 interacted with, and observed, children at play and during routine care, indoors and outside.
- The inspector held discussions with the manager and deputy.
- The inspector viewed a sample of documentation including evidence of staff suitability, certificates and children's developmental records.
- The inspector took account of the views of parents gathered in advance of the inspection.

## **Inspector**

Sarah Williams

## Full Report

### Information about the setting

Daisy Chain Day Nursery opened in 1991. It operates from purpose-built premises close to Maldon town centre, in Essex. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 110 children on roll who are within the early years age range. The setting supports children with identified special educational needs and/or disabilities. The group opens five days a week all year round. Sessions are from 7am until 6pm. There are 17 members of staff working with the children; of these, 16 hold appropriate early years qualifications.

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

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

- review how resources are used in relation to planned and spontaneous activities for children, to support children's all-round development, for example, by supplementing the role play props, such as the tool centre and visual resources, such as maps and a globe for topics exploring other countries
- extend the ongoing dialogue and sharing of information with parents so that children benefit from a shared approach to their learning.

## Inspection judgements

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

Children make good progress in their development overall and are supported in working towards the early learning goals across all areas of learning. They are developing a range of skills which support their independence and prepare them for school. The nursery contributes to their progress because the staff plan an environment that is child-orientated to allow children access to the wide range of equipment and play materials on offer. However, on occasion, some gaps in resources affect the quality of the learning experiences for children. For example, there are no maps or a globe available to support discussions about countries around the world. There is a woodwork tool set but no wood for the children to use them on.

The organisation of the playrooms provides many activities for children to enjoy and resources are accessible to children in clear, labelled containers, helping them to recognise that print has meaning. Resources include floor play and table top activities, equipment for practising writing and being creative; expressive and sensory experiences, such as pasta

play for babies, painting and collage. Children use the space well, moving confidently between activities, and following cues from staff to prepare for routines, such as meal times. Staff are on hand in a supportive role but do not intrude or overly direct the play allowing children to make choices and take decisions about what they do. Babies and toddlers demonstrate their growing confidence and feelings of security as they actively explore equipment in the outside area; they transport the large blocks using a push-along truck, and seek animals hidden in a large tub of pasta shapes. Babies accept and respond to the adults caring for them and interact with their peers, with cheerful smiles and happy faces, as their needs for comfort and security are well met.

Good examples of teaching are evident. Staff working with the youngest children interact well, modelling vocabulary and responding to the children's body language and non-verbal communications. They promote the children's physical development by encouraging them to move about and handle the materials, and help them develop social skills by taking turns and sharing.

Children respond to the requests to help, for example, at lunch time, as they hand out the cutlery and plated desserts. They show an understanding of routine and growing independence as they wipe their hands after lunch and settle to a quiet activity. Children are able to self-select and sustain their attention, for example, when playing with the set of tools and hard hats, giving them some imaginative opportunities to explore role play. Outdoors, children cooperate in building a railway track and discuss the journey it is taking the play figures on. 'It's going to the seaside' exclaims a girl. Other children climb into a den they made previously, sharing books and showing that they are in control of their own learning. This helps all children to participate and play an active part in their learning. A weekly dance session is offered, taken by a professional dance teacher. Children join in and enthusiastically respond to the music and the teacher's instructions. Music is played softly in the rooms providing a calming ambiance as younger children settle down for a nap after lunch. Those who wish to play, can carry on as activities are set out for them. Children are listened to and treated with respect, they are praised by staff, promoting their self-esteem. Children express their views about what they enjoy, and these are valued and displayed as examples of children's emergent writing.

Activities are planned by the staff to take account of children's ideas and interests and linked to a theme or topic decided in advance by the manager, and often linked to a local or world event. Staff carry out observations and compile a progress report for each child, which includes next steps in learning. These are shared with parents at formal parents' evenings. However, few parents contribute to planning and suggestions for activities for their individual children on an ongoing basis so are less involved in the educational programmes. Other positive experiences which help children understand the world around them include visits from the police and other 'people who help us' and through participating in charity fundraising days, and both local and national events. They also regularly visit the library, post office and shops, gaining an understanding of the local community. Additionally, major festivals and cultural events are explored throughout the calendar year with art and craft work.

The requirement for a progress check at age two is understood and the nursery has systems in place to implement these as children become of age. Parents are kept informed

so that they can access any additional help that their child may require outside the nursery. Every child's progress is tracked using the Development matters in the Early Years Foundation Stage guidance document, and a progress wheel which gives an instant visual appraisal of children's stages of development. Groups of children are also tracked to ensure equality of opportunity and to address any gaps in learning.

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

A strength of this nursery is the regard given to helping children settle well and form meaningful attachments. A thorough settling-in procedure gives staff time to get to know children and their individual needs so that they can begin planning for them straight away. Staff work with parents to ensure that children's well-being is supported. For example, children who may have additional needs are supported to ensure they do not miss out on any learning and fun opportunities. Individual education plans are in place to help ensure that children's progress is well targeted and enables them to move forward, and onto the next stage, such as school.

Children behave well and staff follow consistent and fair procedures, in relation to children's age and stage of development. Praise and encouragement is used, along with explanations and discussion to help children understand what is expected of them. The partnership with parents is valued and seen as key to ensuring children have a successful time at the nursery, supporting them to make good progress in their learning and development. Newsletters and a website provide information for parents, and allow them to express their views and comments, and notice boards throughout the setting display useful leaflets regarding local amenities and services to support children.

Key persons promote the development of their key children well by developing strong and effective emotional attachments, enabling the children in turn to be confident and independent. A particularly strong feature at the setting is the 'transitional passport' which is prepared to ease the handover when children move up to the next room.

The environment is imaginatively structured to provide children with a range of stimulating play materials and activities to encourage them to think creatively and develop their problem-solving skills in meaningful ways. For example, they decide what they would like to do outside and are supported in their choices by staff. Staff effectively support children's growing understanding of how to keep themselves healthy by reminding them to wash their hands or use a tissue when they need to. All children enjoy daily fresh air as they use the garden and positive messages are given about healthy eating as children enjoy the snacks and hearty home-cooked meals prepared in the nursery's kitchen. Children are involved and engaged in self-chosen activities, for example, toddlers explore paint and sponges for printing and, as a result, they persevere and concentrate while developing their skills and understanding. This prepares them for future learning by giving them the confidence in their ability as learners and achievers.

Any children who attend other settings are supported by way of a communications book, which goes between the settings and ensures vital information is shared appropriately to ensure continuity of care.

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

Children are cared for by a motivated and qualified staff team, with designated senior staff who provide good, sound leadership and management. Management duties are shared on a day-to-day basis by the manager and deputy manager, who work closely together to monitor the supervision of staff and to address consistency of teaching across the nursery. They welcome advice and support from the local authority and other outside professionals, such as the area special educational needs co-ordinator, and incorporate this into a self-evaluation which details plans for future development as well as setting out achievements and successes.

All staff have a commitment to ensuring children are fully safeguarded at all times. The manager is designated as the lead practitioner with responsibility for protecting children and has attended relevant training. All staff complete training and follow the nursery's policy to ensure they are knowledgeable with regard to child protection matters. Any concerns are monitored, followed up and referred if necessary to the appropriate authority. Policies and procedures in place ensure staff suitability, including full Disclosure and Barring Service checks and other suitability checks for all staff. There is a thorough induction programme and probationary period for any new staff joining. Routine daily risk assessments are carried out to ensure the environment and equipment is maintained to a high standard to promote children's safety. Maintenance and repairs are promptly addressed and children are restricted from any areas with identified hazards.

All aspects of the Statutory framework for the Early Years Foundation Stage are understood well and incorporated into the operation of the sessions. Staff are encouraged to review and reflect on their practice during the monthly supervisions, where targets are set to encourage improvement. Training is highly valued and staff are able to pursue their professional development by attending a range of courses both in-house and as provided by the local authority. As a result, new ideas and activities are introduced throughout the nursery. The out of school children are asked about their wishes and are encouraged to suggest resources. Children have their own room and resources and as a result have a sense of ownership and pride in their club.

The partnership with parents is effective in terms of keeping them informed. Parents are able to express their views in a variety of ways; they have regular surveys and can leave comments on the setting's website. Parents can have a daily informal chat with their child's key person at pick-up time and there is a daily diary for babies which details routine care, such as feeding and sleeping patterns. There is a full set of policies and procedures which underpin daily practice and support children's welfare, known to staff and available to parents to browse if they wish. One policy a month is displayed on a notice board so parents can see any changes and keep up-to-date. The open door policy welcomes parents and carers at any time and parents say they feel their views are valued and they are listened to as they find staff approachable and friendly. Equally, staff say they are confident to approach senior staff with any queries or concerns and are confident they will be listened to. The nursery staff understand the need for confidentiality and why it is

important to share some information to ensure continuity of care and learning for children, for example, for those attending other early years provisions.

### **The Childcare Register**

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|--|------------|
| The requirements for the compulsory part of the Childcare Register are | <b>Met</b> |
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|   |            |
|---|------------|
| The requirements for the voluntary part of the Childcare Register are | <b>Met</b> |
|---|------------|

## 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>     | EY219513                 |
| <b>Local authority</b>             | Essex                    |
| <b>Inspection number</b>           | 919528                   |
| <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>      | 74                       |
| <b>Number of children on roll</b>  | 110                      |
| <b>Name of provider</b>            | Julie Hall               |
| <b>Date of previous inspection</b> | 15/02/2011               |
| <b>Telephone number</b>            | 01621 859991             |

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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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