

Daisies Day Nursery

63 Main Street, Lowdham, NOTTINGHAM, NG14 7BD

Inspection date	30/05/2013
Previous inspection date	09/05/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The key person system is highly effective in ensuring that close, supportive relationships are built with children and their families. The highly competent staff know the children extremely well and are conscientious in ensuring that their individual needs are met.
- Children enjoy a wealth of stimulating, imaginative activities which are delivered by a skilled and animated staff team. Consequently, they are inspired, have fun and develop a positive attitude to learning.
- Children are making rapid progress in their learning and development due to staff's astute observations, meticulous use of assessment tools and excellent planning.
- Managers demonstrate a strong commitment to maintain the high quality provision. This is reflected through the clear development plan and a programme of training and support to enhance staff's already excellent skills and knowledge.
- Excellent partnerships with parents, local schools, pre-schools, local resources and other professionals greatly enhance children's learning experiences and ensure that they are exceedingly well supported in their preparation and transition to school.

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 conducted a tour of the premises and viewed the equipment and resources available for the children.
- The inspector observed children's activities in all the indoor play areas and the outdoor area, and undertook a joint observation with the owner.
- The inspector spoke with the manager, staff, children and parents at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children, the provider's action plans and a selection of policies.

Inspector

Janice Walker

Full Report

Information about the setting

Daisies Day Nursery was registered 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two settings owned by a private provider and is situated in the village of Lowdham in Nottinghamshire. It operates from the ground floor of a converted domestic property and there is an enclosed area available for outdoor play. The nursery serves the local area and is accessible to all children.

The nursery employs 12 members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, and two at level 2. One holds a qualification at level 6. The nursery is open each weekday from 7.45am to 6pm, except public holidays and a week at Christmas. Children attend for a variety of sessions. There are currently 82 children on roll who are in the early years age group. The nursery provides funded early education for three- and four-year-olds. 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:

- consider further ways to enhance the already well-equipped outdoor play area by providing more resources, such as knobs and pulleys, to further support children's understanding of technology.

Inspection judgements

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

The staff team have an excellent knowledge of how children learn and develop. They understand the need for children to feel safe and secure in order to fulfil their potential, and prioritise this during children's settling-in sessions. They gather a wealth of information about their interests and individual needs from parents, at the start and on an ongoing basis, and use this to tailor activities to children's individual interests. This is highly effective in engaging children and in helping them establish an extremely positive attitude to learning. Well-focused, regular and accurate observations of the children, along with precise assessments, are used superbly well to plan for each child's individual next steps in their learning. Parents are fully involved and contribute to the whole process by sharing their own observations and identification of their children's needs. As a result, children make very rapid progress in their learning and development.

Parents are actively encouraged to be involved in their children's learning in many ways. They are provided with details of their children's next steps and the nursery planning, in order that they can support their children's learning at home, and they regularly join in sessions, such as 'circle time'. Regular planned events, such as Father's Day activities, Grandparent and Aunties and Uncles parties, are highly effective in helping parents and carers to be fully involved in their children's learning and development. Information regarding children's progress is regularly shared with other early years settings that children attend in order to ensure both settings work together to meet children's needs and enhance their learning.

Staff have highly effective interactions with children and use expert teaching methods to motivate them and extend their learning. High priority is given to developing children's language and communication skills. There is an identified member of staff who works in close partnership with speech therapists and other language specialists to take the lead for developing strategies to promote this in the nursery. Consequently, children with special educational needs and/or disabilities receive excellent support and any gaps in achievement are closing rapidly. Staff create communication-friendly areas, indoors and out, which are highly effective in providing spaces for children to think, listen, look at books and to talk in pairs and small groups. Children listen exceptionally well at story times; they answer questions afterwards and confidently contribute their thoughts and opinions. A baby initiates a singing session by banging his knees, which is the action to a favourite song. Staff recognise this and respond effusively to his confidence and his excellent attempts at communication, swiftly beginning to sing the requested song. Babies begin to develop their skills in rhythm and rhyme by moving to the music. All staff skilfully engage the children in group and shared activities through excellent voice intonation, actions and eye contact. Because these group sessions are fun and interesting, children maintain high levels of concentration.

The environment is highly stimulating with a wide range of resources which support children's progress in all areas of their learning. They explore a wide range of resources to develop their understanding of technology, particularly indoors, where they show high levels of confidence using battery operated toys, mechanical toys and construction kits. There is scope to enhance this further by providing more resources outside that work in different ways, such as knobs and pulleys. Staff are highly skilled in planning exciting learning experiences which are based on children's interests. They place an exceedingly high emphasis on role play to support children's progress across all areas of their learning. For example, they know several children love trains, which prompted a walk to the local train station where children also learned about the local environment. On their return to nursery, by channelling children's exploration and motivation, and encouraging their physical skills in manipulation, staff supported them to design and create their own station. They encouraged them to work out how to create their own resources, including a station office with tickets and money to buy them, and a train which they could drive and ride in. Children continue to re-enact their experiences from their original walk and to play cooperatively with others in make-believe play.

Broad and innovative activities and experiences are enthusiastically planned by staff, resulting in children being highly motivated to learn. Children regularly go on visits to local shops, parks and the library, and there are frequent visitors to the nursery, such those

offering music and movement sessions. Staff eagerly seek involvement with local and national projects to extend children's learning experiences. As a result, children learned about bird's eggs hatching during 'bird watch week' and watched the baby birds fly from their nest. They learn about different cultural festivals, communicate with and learn about a sponsored child in Africa, and participate in village events, such as the scarecrow competition. Children are provided with rich and varied hands-on experiences which ensure they are exceptionally well prepared for their transitions to school.

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

A highly effective key person system operates throughout the nursery. This provides parents with a familiar person to share information with regarding their child, and helps children to form secure emotional attachments. Babies demonstrate particularly strong bonds with their key person as they crawl towards them to initiate play and interaction, and seek comfort when they are tired. Every key person knows their children exceptionally well and demonstrates profound understanding and sensitivity to their individual needs. Excellent systems for sharing information within each room mean all staff working with children know them exceedingly well. For example, when a child becomes very distressed as a result of a minor incident, the closest member of staff swiftly responds. She is fully aware that he is still feeling anxious following a recent hospital experience, and offers gentle reassurance and comfort. As a result of these close, trusting attachments, children feel safe and secure at the nursery.

Staff create a highly stimulating environment, indoors and outdoors. A comprehensive range of toys and resources, which include those designed and made by the children, support their learning extremely well. Highly effective use of photographs and displays of children's creations mean that children feel valued as unique individuals and they become extremely confident and self-assured in the setting. They demonstrate this as they make decisions regarding what they want to do and through their comfortable interactions with adults. They develop an ability to keep themselves safe because staff talk to them about possible dangers and how to keep themselves safe. They support them to use scissors, knives, garden tools and woodwork tools correctly. Staff encourage them to take calculated risks, such as climbing and balancing on large equipment, in the outdoor environment.

Staff skilfully support children to develop self-help skills. For example, babies and young children are given opportunities to learn to feed themselves, and older children serve their own meals. Staff encourage and support children to gain independence in undertaking personal hygiene routines, such as hand washing and toileting, along with an understanding of why these are important. Children's health is promoted very well through daily opportunities for fresh air and physical activity. They are provided with freshly prepared meals and snacks which take into account individual dietary requirements. Staff are extremely competent in meeting children's specific medical needs. For example, they are highly confident in describing the measures required regarding a child's specific medical condition. They are completely secure in their knowledge of what action to take and are supremely confident in responding, when needed, as a result of the training that has been provided and an excellent partnership with the child's parents.

Staff have high, but appropriate, expectations of children's behaviour. They recognise and value children's different developmental stages and support them sensitively in learning to take turns and share. For example, when young children finish their turn visiting the nursery rabbit, they are skilfully drawn into a different activity to alleviate their disappointment that their turn is over. Older children are exceptionally well behaved. Staff model positive behaviour and negotiation skills expertly, and children readily allow others to join existing group activities, ensuring they can participate by making space for them and sharing resources. Staff prompts, such as, 'your friends are sitting nicely', are highly successful in reminding children of what is expected of them. Staff help to prepare children for school extremely well. The nursery has established excellent links with schools that children will move on to. Staff take children to visit their new schools, and teachers visit them at nursery. Staff share information about friendship groups, which schools then use to influence their organisation of classes, supporting an exceedingly smooth transition.

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

Managers and staff demonstrate a very high commitment to the continuous improvement of the nursery provision. They are extremely highly motivated and enthusiastic, with a fierce desire for children to achieve to the very best of their potential. There is a strong emphasis on increasing staff's skills and knowledge, and morale within the team is very high. They are encouraged to gain higher qualifications and to pursue areas of interest to acquire more specialist skills to develop specific aspects of the nursery provision. For example, there are staff who take the lead for developing children's literacy and numeracy skills, and staff who are developing the outdoor provision. There are excellent systems in place for monitoring children's progress in their learning and development. The recent new data base ensures their progress is meticulously tracked across all areas of learning. Additional assessment tools, such as the Leuven scale for children's well-being and the 'Every Child a Talker' assessments, promote this further. There are highly effective systems in place for monitoring and evaluating practice through regular meetings. These include meetings between managers and individual staff, full staff meetings and a wide range of management meetings. Managers meticulously gather information they gain to reflect upon their provision to identify areas for development. Regular reflection and self-evaluation ensure that there are ongoing improvements to an already outstanding service.

The staff team have an excellent understanding of their roles and responsibilities with regard to safeguarding children. This is because managers meticulously update related policies and procedures, and design innovative training methods to ensure staff understand changes. Robust recruitment and vetting procedures ensure that all staff have undergone suitable checks and have the necessary skills and qualifications to work with children. Newly appointed staff are then supported by managers and senior staff and develop a clear understanding of the nursery's policies and procedures. This ensures that the high quality provision is maintained.

Partnerships with parents are excellent. Their views are sought through daily verbal communications, and developments within the nursery are strongly influenced by the

views and needs of the parents who use the provision. Parents and carers receive an abundance of information about the nursery through verbal discussion, children's progress records and policies and procedures. This is further enhanced through information displayed on the noticeboards as well as regular newsletters and the nursery website. Parents are effusive in the praise of the nursery. They comment on the superb range of activities their children enjoy and the excellent progress they make. They are highly complimentary about the extremely high levels of support they receive themselves. They describe this as 'above and beyond' anything they would reasonably expect. There are strong partnerships with other agencies. This helps to ensure that any additional support needed for children with special educational needs and/or disabilities is arranged efficiently, to support their optimum progress. Partnerships with external agencies and other providers are excellent, with regular meetings taking place to ensure continuity of care and learning for children.

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	EY344800
Local authority	Nottinghamshire
Inspection number	915790
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	82
Name of provider	AJP Childcare Limited
Date of previous inspection	09/05/2011
Telephone number	01159665282

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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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