

# Daisy Chain Day Nursery

Daisy Chain Nursery, Fairview, Palmers Road, PETERBOROUGH, PE1 5YF

<b>Inspection date</b>	28/06/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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		1
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 and babies demonstrate an excellent sense of security in the nursery. They are confident, happy and enjoy a caring and warm relationship with all staff.
- Staff plan exciting learning opportunities for each child and ensure they have every opportunity to follow their own interests. As a result, children make good progress towards their early learning goals.
- Strong partnerships with parents and carers are well established and this effectively supports children's welfare, learning and development.
- Monitoring of educational programmes and children's individual progress is thorough. This means that children's individual needs are quickly identified and appropriate support is well targeted.

### It is not yet outstanding because

- There is scope to enhance young children's developing language skills further, especially during child-led activities.

## 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 observed activities in all areas of the nursery and outside spaces.
- The inspector held a meeting with the manager and spoke with children and staff at appropriate times throughout the inspection.
- The inspector took the views of parents and carers into account.
- The inspector looked at children's learning journals, planning documentation, evidence of suitability of practitioners working in the nursery, the provider's self-evaluation form and a range of other documentation.

## Inspector

Jacqueline Baker

## Full Report

### Information about the setting

Daisy Chain Day Nursery is an established setting that changed ownership in 2013 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is owned by a private provider. The nursery operates from a converted bungalow in the Eastfield area of Peterborough, Cambridgeshire. The nursery has the use of three main rooms, kitchen, office and toilet facilities, and there are two enclosed outside play areas.

The nursery is in receipt of funding for free early education for two-, three- and four-year-old children and currently there are 52 children on roll. The nursery supports children learning English as an additional language. There are 11 members of staff who work with the children. Of these, two hold Early Years Professional Status and recognised childcare qualifications at level 6, seven hold a recognised childcare qualification at level 3 and above and one holds a recognised childcare qualification at level 2. The nursery is open each weekday from 8am until 6pm all year round and receives support from the local authority.

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

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

- extend opportunities to further develop young children's vocabulary and language skills by; introducing new words in the context of play and activities and using open-ended questions with many possible answers.

## Inspection judgements

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

Staff demonstrate their good knowledge of how children learn through play by providing a stimulating environment and exciting learning opportunities throughout the nursery. Children take full opportunity to extend their learning in the gardens, where, in all weathers, they are encouraged to explore and investigate. They particularly enjoying digging in the soil and making creations in the mud kitchen, or taking part in imaginary games with their friends. Babies thrive at the nursery. They delight in exploring their surrounding and are well supported by staff who take every opportunity to enhance their development and experiences. Staff skilfully copy babies babbling and first sounds during play and routines. This not only encourages babies to repeat their new skill, but also fosters a good level of self-esteem and confidence. Staff engage children in interesting and thought provoking conversations which enhances their communication and learning

well. They use gestures and pictures to support communication and this is especially effective for those children learning English as an additional language. However, occasionally, during child-initiated play, staff overlook opportunities to enhance toddlers emerging language through using open-ended questioning or introducing new words to play situations. Nevertheless, children are confident to convey their wants and needs and eager to share their ideas with staff and friends.

An environment rich in meaningful text and a well-resourced library promote children's literacy development well. Children learn to recognise their own names by the good use of a self-registration procedure and name cards placed at the meal table. Opportunities to practise early writing are freely available throughout the nursery to further enhance children's understanding of the written word. Staff lead children in singing songs, such as 'Five little ducks' and practise counting during group activities. This enhances children's developing mathematical skills and provides a good grounding for their next stages in learning, including going to school.

Staff make regular and precise assessments of individual children's progress and as a result, are able to plan challenging experiences to promote learning further. An effective key person system means that parents and carers are well informed about children's progress. Daily discussions and frequent sharing of observations encourages parents and carers to extend children's learning at home. Consequently, there is a coordinated approach to supporting each child's development and children are making good progress in their early years.

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

Staff are highly skilled in ensuring that all babies and children feel secure and happy in the nursery. They form close working partnerships with parents and carers and as a result, are extremely knowledgeable about children's care needs, routines and preferences. Babies and children confidently explore their surroundings and relate exceptionally well to both staff and their friends alike. Children are highly independent and supported well by the organisation of the nursery and recent additions of child-height basins in rooms. Behaviour is very good, considering children's ages and stages of development. Staff offer consistent and timely support and as a result, children are learning excellent levels of self-control at nursery. A high priority is given to children's safety and due to staff vigilance and due to their example, children are learning how to keep themselves and others safe.

A particular strength of the nursery is the outstanding support they provide to enhance children's understanding of a healthy diet. Nutritious meals and snacks are provided and offer excellent opportunities for children to be fully consulted about food preferences. Together with activities to grow fruits and vegetables, children gain a firm understanding of how to keep themselves well nourished. Children enjoy free flow of activities to the gardens where they can run, climb, play with balls and generally be active. This establishes children's understanding of the importance of physical exercise and how to manage risk in their play. The environment is highly stimulating with plenty of child accessible resources both inside and outside. Staff provide excellent opportunities for children to be challenged and learning enhanced in order that they are ready for school.

Arrangements with local schools and activities to support children and families at this time are excellent. Children excitedly recognise photographs of their new schools and readily discuss visits from new teachers. As a consequence, children are exceptionally well supported at this potentially worrying time.

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

The management team have embraced self-evaluation in order to identify areas for development and areas of strength. Staff, children, parents and carers all contribute their views and as a consequence, improvement plans effectively support children's achievements over time. Monitoring of educational programmes and children's progress are especially robust. This means that support needs are swiftly identified and targeted approaches are planned to ensure that all children make good progress toward their learning goals.

Staff have a thorough understanding of safeguarding procedures and know their responsibilities for reporting concerns they may have about children in their care. Effective recruitment procedures ensure that appropriate staff join the team. Background checks, induction and a probationary period further clarify staff suitability and subsequent supervision and appraisal systems make certain staff remain suitable for their roles. Staff are encouraged to attend further training to improve their skills and knowledge which in turn, means that children benefit from staff's increased expertise.

Partnerships with other providers, professionals and outside agencies are strong and effectively support individual needs. Partnerships with parents and carers are a particular strength of the nursery. Parents and carers offer very positive feedback about the care and attention fostered on their children and the very positive effect staff have on their children. Parents and carers are especially pleased how staff encourage and value good manners and are eager to embrace different cultures and languages. All in all, managers and staff provide a happy, nurturing and homely nursery where children thrive and make good progress in their early years.

### **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

<b>Unique reference number</b>	EY458018
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	900185
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	30
<b>Number of children on roll</b>	52
<b>Name of provider</b>	Springtime Nursery Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07529710152

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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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Piccadilly Gate  
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