

Daisy Chain Day Nursery and Out of School Club

Daisy Chain Nursery, 5 Church Lane, Hook, GOOLE, North Humberside, DN14 5PN

Inspection date

04/07/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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-written policies and procedures, comprehensive risk assessments and thorough monitoring and assessment ensure the manager and owner provide a safe, efficient and well-managed provision. Children are therefore secure and happy to learn and play. Consequently, they show good levels of engagement, independence and curiosity.
- Children have free access to an extremely well-equipped environment both inside and out. The recent introduction of letters and numbers outside enhances children's numeracy and literacy very effectively. As a result, children enjoy their learning and make good progress overall.
- Partnerships with parents are very strong, and they are fully involved in their children's learning and development. They regularly exchange information with staff to ensure children's interests and needs are met.

It is not yet outstanding because

- There is scope to enhance the relationships with local schools to ensure the transition is smooth for all children.
- Ways to further support babies to communicate their needs have not been fully explored, to enable them to be more involved in making their wishes known.

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 toured the premises and the outside area.
- The inspector looked at the policies and procedures, risk assessments and the monitoring and assessment procedures.
- The inspector observed the interaction between the children and staff, and made and discussed a joint observation with staff.
- The inspector took account of the views of parents and children both in writing and through discussion.

Inspector

Rosemary Beyer

Full Report

Information about the setting

Daisy Chain Day Nursery and Out of School Club was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted domestic premises in the village of Hook near Goole and is privately owned. The nursery serves the local area and is accessible to all children. It operates from two floors and there is a fully enclosed area available for outdoor play.

The nursery employs 14 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 or above, and two members of staff are qualified at level 2. The nursery opens Monday to Friday all year round from 8am until 6pm. Children attend for a variety of sessions. There are currently 60 children attending who are in the early years age range. 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 existing strategies for developing partnerships with local schools to ensure a smooth transition for all children
- develop further opportunities for babies to communicate their needs, for example, by the introduction of baby signing.

Inspection judgements

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

Staff working with the children have a very secure knowledge of the Early Years Foundation Stage and use it very effectively to meet the children's development needs. The children therefore gain a wide range of knowledge and skills to prepare them for school. Staff build on the comprehensive assessment they make with parents to identify children's starting points. This means children's progress can be closely monitored by their focussed observations and tracking. Staff use their excellent understanding and wide experience to enable them to support all the children very effectively. All children make good progress given their starting points, with additional support being provided when necessary for those who are having difficulty or those who need more challenge to maintain their interest.

Staff plan focussed activities to promote children's learning, with particular emphasis on their physical, personal, social and emotional development and their communication and language skills. They are aware of the children's individual needs and provide activities to successfully promote new skills. Children are developing confidence in their own abilities through the different activities provided, as shown by their interest in stories, discussion of the outside space they use to grow vegetables and their willingness to talk to visitors. Staff consistently engage in conversation with babies to help them link words with actions and toys successfully. For example, they talk about the pictures in the books, parts of the body in action rhymes and the different fruits they have at lunch time. However, not all babies communicate their needs verbally and staff have not explored how the introduction of baby signing could empower them in making their views and wishes known, for example, if they are thirsty or hungry.

Staff keep parents fully informed of their children's achievements and they have ready access to their children's learning journals. They receive information about the programme of activities staff have planned, and ideas for things to do at home to further support their children. The observations and comments made by parents about activities and interests at home show they are fully involved in their children's learning and development.

The pre-school children are becoming very confident communicators, and developing a wide vocabulary. They happily discuss what they are doing with visitors, and are excited by the new vegetable patch. They have dug up some potatoes and the cook is to use them for lunch, so they can taste their first harvest. Staff engage children as they ask them about the colour of the potato skins and how they are going to be cooked. The children are fascinated that they could just rub off the skins with their fingers. Their knowledge of the natural world is developing very well, and their understanding of how plants grow and what they need.

All children use the outside space or go for walks in the locality to have fresh air each day. The babies go out into the village and also use the small play area, which has artificial turf. They can therefore use outside all year round. Staff promote their physical strength by encouraging them to stretch and reach for toys and items of interest. They have treasure baskets readily available for them to explore and investigate. The older children use a wide range of outside resources to balance and climb, and move around confidently. They are all developing good physical skills, enjoy digging and use brushes to paint the fences and patio. The introduction of numbers and letters in the outside area provides opportunities for children to develop their literacy and numeracy outside. Clipboards are available for them to record details when they use tape measures to compare sizes, such as the height of their sunflowers.

Children have access to a wide range of books, both for stories and information. The book about the sea provides a good opportunity to develop children's vocabulary by discussion of creatures which live in the water or beside it. They can identify birds and fish, and enjoy talking about pirates who hide their treasure under water. They are therefore developing a good understanding of the natural world, a wide vocabulary and a vivid imagination.

The out of school club children are all able to create their own learning journals, with staff

ensuring those in the early years age group are making good progress. Children choose what to do themselves but can also make suggestions for activities they would like if additional resources are needed. For example, they enjoy baking and celebrating different festivals.

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

Children enjoy extremely warm and close relationships with staff, particularly their key people. They are therefore settled and comfortable in their care. Children's preferences and needs are given high priority to help them settle exceptionally well. The children are highly confident when visitors arrive, showing little concern, but excitedly bringing books to show and discuss. The new staff have already become fully involved with the children, getting to know their key children and their families well.

The children behave extremely well which shows they feel safe in the nursery and know the house rules. The introduction of 'busy bees' to highlight aspects of behaviour in a positive way, clarifies what is expected. Children are therefore becoming very considerate of each others' needs. Staff reinforce good behaviour expertly, with patience and understanding if children's behaviour is unacceptable due to frustration or lack of understanding. Staff provide good role models for manners and consideration of others, which enables children to learn to value each other and develop respect whatever their differences.

Children learn to use resources carefully to prevent accidents, and the pre-school children happily tidy away before meal and snack times. They access toys and materials freely and confidently, making their own choices of activities to promote their own interests. Children also learn to keep themselves safe when out in the community by the implementation of good road safety practice. They practise the emergency evacuation procedure regularly and know they must leave the building quickly in the event of a fire. Staff have a good procedure in place to ensure the babies can be safely taken downstairs in this event.

Children's health and physical development are fostered very effectively by their free use of the outside space and the equipment available to build their strength and promote their balance. All the children have access to the outside space. They independently put on their sun hats and ask for cream if they need it. They know the sun can burn them if it is shining strongly and that they stay inside over lunchtime when it is very hot. They are able to move around freely and grow plants to support their understanding of the natural world. The allotment is being developed to promote children's understanding of plants and healthy eating, as they sow, harvest and cook their produce. Mealtimes are pleasant social occasions when the children eat a healthy, well-balanced menu of food cooked on the premises. The daily menu is displayed for parents to see, after they requested more information about food their children eat. Children clean their teeth, using the brush buses to store their toothbrushes. They know how important it is to clean their teeth to prevent decay and toothache.

The children's transitions, whether into the nursery or from one room to another are managed extremely well. The initial visits ensure staff have excellent information, both

from parents and their own observations, to enable them to successfully help children settle and build-on their individual development needs. Moving from one room to another within the nursery is smooth, with visits accompanied by staff to enable children to become familiar with both the environment and the new staff and children. The staff are very conscious of the transition process into school. They support children to become independent and confident in new surroundings, able to communicate well and keen to learn. Relationships with some schools are very good and children can visit with staff to become familiar with the premises and staff by attending concerts and other events. The staff have displayed photographs of the schools and identified which children will be attending. The children are excited at the prospect of school, but not all have visited or met the staff as the nursery staff have not been able to develop close contacts with all the schools in the area. The monitoring and assessment process, with the associated tracking, ensure staff can give the school an accurate picture of children's stages of development and their interests.

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

The owners, managers and staff have a very good understanding of safeguarding and know how to protect the children in their care. They continually refresh their knowledge and use local safeguarding procedures if they have concerns. Parents are made aware of the responsibility staff have to protect their children. Risk assessments and daily safety checks ensure the premises are safe when children arrive. Areas used by the children are well organised and they can therefore move around freely and safely both inside and out.

The owner and manager monitor staff through supervision and appraisals to ensure they are interacting purposefully with children, observing what children do and that they identify children's next steps in their learning, then plan for their individual development needs. Plans are precise, appropriate to their stage of development and effectively implemented to support children's progress well. Children's progress is tracked effectively, enabling staff to highlight any concerns or special achievements to support children to reach their full potential.

Robust systems are in place for the employment of new staff and the induction process is effective in enabling them to settle quickly into their role within the nursery. Staff use their excellent knowledge of the Statutory framework for the Early Years Foundation Stage and their previous experience to provide a safe stimulating environment where children are making good progress. They are all enthusiastic and work hard to provide high quality care.

Self-evaluation is good and drives improvement for children well. The action plans devised since the change of ownership of the nursery are already being implemented, with the introduction of numbers and letters outside to promote language and numeracy, the development of the vegetable plot and decoration of the playrooms. Staff, parents and children are all included in the evaluation either by questionnaires or verbally. Parents spoken to during the inspection are very appreciative of the care and concern shown by staff and feel confident their children are safe and happy. They feel fully involved in their

children's care and education, and able to speak to staff if they have concerns or problems with the children. Staff work very closely with parents and outside agencies to support children with special educational needs and/or disabilities. They continue to make children's personal, social and emotional development; physical development and communication and language the foundation of learning and development for all the children whatever their starting points. They then build on these areas effectively as the children become more confident, and introduce different activities to promote their interests and widen their knowledge ready for the next stage of their learning.

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	EY459607
Local authority	East Riding of Yorkshire
Inspection number	904054
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	60
Name of provider	Little Acorns Day Nursery (Huddersfield) Limited
Date of previous inspection	not applicable
Telephone number	01405 761871

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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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