

Daffodil Day Nursery

Main Road, Long Harborough, Witney, OX29 8LA

Inspection date	14/08/2013
Previous inspection date	12/06/2013

The quality and standards of the early years provision	This inspection:	3
	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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- The nursery provides a good range of interesting activities covering all areas of learning for all age groups.
- Staff make good use of the garden to promote children's learning and to provide opportunities for fresh air and exercise.
- Staff are kind and caring. As a result, children develop positive relationships with their key persons and with other children.

It is not yet good because

- Although children are always within sight and/or hearing of staff, supervision procedures are not always fully successful in minimising hazards and preventing inappropriate play.
- Risk assessments are in place but are not fully effective in identifying and reducing all potential hazards.

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 and welfare routines indoors and outside with both age groups.
- The inspector talked to staff and the owner at appropriate times throughout the inspection.
- The inspector looked at planning documentation and children's assessment records.
- The inspector took account the views of parents spoken to on the day.
- The inspector sampled documentation, including the suitability and qualifications of staff.

Inspector

Gill Little

Full Report

Information about the setting

Daffodil Nursery registered in 2008 and is run by a private provider. The nursery is located in the village of Long Hanborough, Oxfordshire. It operates from a converted building with accommodation on the ground and first floors. The pre-school area is located on the first floor and is accessed by stairs. All children share access to secure outdoor play areas. The nursery is registered on the Early Years Register and is caring for 40 children in the early years age range. It is registered on the compulsory part of the Childcare Register although currently has no older children on roll. The nursery is open each weekday from 7.45am to 6pm for 50 weeks of the year. It closes for bank holidays and a week at Christmas. The nursery supports children learning English as an additional language. It is in receipt of funding for the provision of free early education for children ages three and four years. The nursery employs nine staff, all of whom hold relevant qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve supervision procedures, particularly when younger children have access to potential choking hazards; when older children use the fire escape stairs and to prevent inappropriate play in the pre-school room
- improve the use of risk assessments to more carefully identify potential hazards and to remove or minimise these.

Inspection judgements

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

The nursery provides a stimulating and welcoming environment both indoors and outdoors. Babies and young toddlers enjoy exploring the outdoor play area. They climb and slide with good support from staff, which promotes their physical development well. They explore a water tray with keen interest. Staff support their communication skills using descriptive language and asking questions to encourage a response. Children become excited when staff blow bubbles and they enjoy watching aeroplanes, indicating their interest through physical and verbal gestures.

Older toddlers and pre-school children have a separate area of the garden, which provides additional challenge and learning opportunities. They become engrossed learning about the natural world as they collect eggs from the chickens and gather their vegetable crops.

Staff support their learning well, helping them to understand how to recognise when fruit and vegetables are ripe. Children know that strawberries must be red before they can pick them, showing a good understanding of characteristics of the natural world and of change over time. Staff incorporate mathematical language effectively through everyday activities, such as encouraging children to count how many courgettes they have picked. Children count with confidence as they play hopscotch and staff praise them readily. Indoors, pre-school children enjoy listening to a story read with enthusiasm by staff. Staff encourage children to think about different emotions and to contribute their opinions by asking questions and making suggestions. Children respond thoughtfully and they listen carefully to the story.

Staff maintain regular observations of children's progress and use these well to plan activities to support their individual development. They are effectively carrying out the required progress check for two-year-olds, which contributes well to the assessment process. Staff work well with parents to gain information from home and to share information about children's progress. Where children are learning English as an additional language, staff engage well with parents to discuss strategies and expectations. Parents state that they receive good feedback about their children's day-to-day activities. This process promotes continuity effectively between the nursery and home. As a result, children are making good progress and staff are preparing them well for their next steps in learning and for school.

The nursery is currently making suitable progress in response to recommendations set at a recent inspection. The owner is providing additional training for staff to enhance the quality of interactions and has purchased additional materials, such as story sacks, to enhance children's enjoyment of books.

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

Throughout the nursery, staff are kind and caring. Children are settled and form secure attachments with their key persons and other staff. They play well together overall and demonstrate positive behaviour. At times, however, pre-school children engage in inappropriate play when they know they are out of sight of staff. Supervision levels generally are not always rigorous to reduce all hazards successfully. Staff working with babies and young toddlers supervise children well at times, such as when they play on the small slide. However, they are not always aware of the presence of potential choking hazards, such as a stub of a piece of chalk, small pieces of bark chips and pebbles. Older toddlers and pre-school children use the fire escape stairs from the first floor to access the garden. They are used to this routine, using the stairs sensibly overall. However, although staff are present, supervising children from the garden or from the top of the stairs, they do not always ensure that a member of staff is in place to break the fall of a child if they slip. These weaknesses in children's safety mean their well-being cannot be fully assured.

Children develop a positive approach to healthy lifestyles. They have frequent access to fresh air and good opportunities for exercise through extended periods of play in the garden. They learn about where healthy food comes from by exploring their kitchen

garden and the nursery provides nutritious meals and fruit snacks. Children adopt good hygiene procedures, such as washing their hands before eating. Staff are effective in ensuring that children have appropriate sun protection, such as applying sun cream and encouraging them to wear hats.

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

The owner demonstrates a suitable understanding of her responsibilities to meet the requirements of the Statutory Framework for the Early Years Foundation Stage overall. However, there are some weaknesses in practice relating to supervision levels and risk assessments. The inspection was brought forward following a concern raised to Ofsted regarding a child's accident in the garden relating to children's supervision levels. Evidence gathered at the inspection found that children are always within sight and hearing of staff in the garden. The accident leading to the complaint was not a significant incident as the equipment involved was entirely appropriate for the age of the child. Ratios throughout the nursery are observed and documented to be met consistently and most aspects of the premises are safe overall. However, there are weaknesses in supervision regarding the identification of some choking hazards for younger children outdoors and the use of the fire escape stairs for older children to access the garden. These weaknesses increase the risk of an accident. Risk assessments are in place, but these are basic and are not fully effective in identifying and reducing all potential hazards. This means staff are aware of most risks but are not fully successful in minimising all risks, which impacts on children's safety. As a result of the inspection findings, the provider is required to take further action as they are not meeting all the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage or the associated requirements of the Childcare Register.

Staff demonstrate a suitable understanding of safeguarding children procedures. They are aware of possible signs of children at risk and know what to do if they have concerns. The nursery has taken suitable steps in the past to address inappropriate play in the pre-school room; however, current supervision levels are not always fully rigorous to prevent this recurring.

Effective recruitment procedures are successful in assessing the suitability of all staff working on the premises. Induction procedures are appropriate to help staff become familiar with their roles and responsibilities. All staff hold a suitable early years qualification and the owner is very supportive in helping staff to pursue higher qualifications. Regular meetings and appraisals help staff to identify their strengths and weaknesses and to discuss further training needs. The owner and senior staff carry out spot checks on children's development records to promote consistency and good quality. The owner works in the nursery daily and is able to support staff within their rooms on an ongoing basis. As a result, most areas of practice are effective.

The nursery evaluates practice appropriately, taking account of the views of parents. There is a positive approach to improvement, such as making changes to staffing and

resources to support the transfer of two-year-olds to the first floor.

The nursery has positive relationships in place with parents overall. Parents are generally happy with the nursery, although some express some concerns around welfare issues. The nursery works appropriately with other settings that children attend, such as using communication books to promote consistency. There are good links in place with the local school. Staff provide progress reports and have telephone discussions where appropriate to support children's transfer to reception classes.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that all necessary measures are taken to minimise any identified risks to children.

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	926162
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	31
Number of children on roll	40
Name of provider	Daffodil Nursery Limited
Date of previous inspection	12/06/2013
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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