

# Daisy Chains Private Day Nursery

Hornby Street, Heywood, Rochdale, Lancashire, OL10 1AA

<b>Inspection date</b>	22/08/2013
Previous inspection date	19/05/2011

<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

- The key person system ensures that children receive high levels of support and consistency of care. Practitioners are loving, sensitive and attentive to children's individual needs and know them exceptionally well. Therefore, even children, who have recently started the nursery, feel very safe, secure and happy.
- Children are welcomed into a welcoming and stimulating learning environment both indoors and outside. They show high levels of independence, curiosity and imagination. As a result, they are eager and enthusiastic to 'have a go' and experience their choice of play.
- There are strong partnerships with parents and others, who are involved in the care and learning of children, which ensures that children receive relevant support and consistency in their care and their learning and development.
- All practitioners are highly committed to improve the continuous quality of care they provide through the self-evaluation process. This leads to improvements, which are well targeted, resulting in better outcomes for children.

### It is not yet outstanding because

- The ways in which high quality practice can be shared across the nursery through peer observation and reflection have not been fully explored.
- There is scope to provide more opportunities to support older children's growing understanding and investigation of technology and how things work.

## 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.

## Inspection activities

- The inspector observed children during adult-led and child-initiated opportunities presented in the two playrooms and outdoor play area.
- The inspector looked at children's assessment records and planning documentation and discussed these with practitioners.
- The inspector carried out a joint observation of a teaching and learning activity with the manager.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector met with the manager of the provision and checked evidence of suitability and qualifications of practitioners working with the children, risk assessment procedures and discussed the self-evaluation and improvement plan.

## Inspector

Marina Anna Howarth

## Full Report

### Information about the setting

Daisy Chains Private Day Nursery was registered in 1995 on the Early Years Register. It is one of three settings owned by a private individual. The nursery operates from converted premises situated in Heywood, a suburb of Rochdale. The nursery is accessible to all children and there is an enclosed area available for outdoor play.

The nursery opens Monday to Friday from 7.30am to 5.30pm, for 51 weeks of the year, with the exception of bank holidays. It supports a number of children, who speak English as an additional language and children with special educational needs and/or disabilities. There are currently 57 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year old children.

There are a total of eight members of childcare staff, including the manager; seven of whom hold appropriate early years qualifications at level 3. The remaining member is working towards level 2. The nursery currently 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 the ways in which high quality practice is shared across the nursery by embedding the use of peer observations and reflection on practice for staff, in order to enhance children's learning further
  
- enhance children's understanding of the wider world further; by increasing the range of equipment available to children, in order to support their interest in exploring and investigating and using technology to find out more.

## Inspection judgements

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

Children arrive at the setting, happy, confident and full of enthusiasm. Their strong sense of security is highly promoted by the sensitive, caring, friendly practitioners and the stimulating atmosphere. All children are provided with a range of interesting and challenging experiences that meet their needs, as all practitioners demonstrate a good understanding of how to engage and capture their interests. For example, as a result of interest expressed in transport, children create their own vehicles using a variety of art and craft materials. Children's free paintings are filled with detail; showing ladders on fire

engines and big round wheels. They eagerly help to construct their own road on low-level cupboards and introduce a variety of vehicles, which they use in their role play. Babies and young infants show high levels of curiosity and are inspired to be mobile when they are provided with some fascinating items to investigate. They turn knobs, press buttons and lift flaps to produce different sounds, movement and lights and squeal with delight as their actions cause an effect. Practitioners make every effort to ensure all areas of learning are available to children. However, the provision of information and communication technology, such as digital cameras and computer access is not maximised for pre-school children to develop their investigation skills for the future.

Systems to assess children's starting points on entry are secure. Practitioners work closely with parents during the settling period, obtaining detailed information to establish what children can do and define initial targets linked to the Early Years Foundation Stage. Regular progress reports are shared with parents, with identified targets to support children's progress, along with a variety of photographs illustrating the children engaged in a broad range of activities. Parents are provided with daily opportunities to contribute information about what their children are doing at home. They are able to borrow resources from the nursery, such as 'story sacks' and 'language bags.' This enables them to understand how to support their children's learning at home. Sensitive support is provided by practitioners to ensure that pre-school children are effectively prepared for their progression onto school. For example, they are provided with opportunities to meet their new teachers, who are encouraged to visit the nursery to observe children in their familiar environment.

Teaching techniques are consistently strong across the provision resulting in all children being effectively supported to acquire the skills and capacity to learn and develop effectively. They are enthusiastic learners and are provided with a wide range of opportunities to experience a balanced variety of adult-led and child-initiated activities. For example, children are encouraged to follow their own ideas and thinking. They use large construction materials to create an airport and runway and eagerly talk about their recent holiday experiences of travelling on a plane. Pre-school children demonstrate their critical thinking skills when they consider what might happen when they mix different colours as they paint. They eagerly explore the effects that different methods of painting can create, such as painting their hands and forming hand prints and allowing the paint to drip from the brush, creating individual droplets. Children of all ages are provided with a variety of opportunities to mark make and develop their early writing skills. Young infants have access to chunky chinks and crayons, which they can hold easily and are encouraged to use their fingers to create patterns and marks in tactile materials, such as shaving foam and paint. Pre-school children have access to a variety of writing materials, which they use around the environment in a variety of activities. Older children confidently write their own name and are able to recognise a range of letters. They access a variety of books and engage in story sessions where they discover that print has meaning. Babies enjoy snuggling up to practitioners as they express interest and curiosity in colourful pictures in books that provide tactile and sensory experiences.

All children are secure in communicating their needs and preferences. Visual pictures and use of gestures and simple sign language enhance their early language skills. Practitioners work closely with parents, who speak English as an additional language and use familiar

words spoken at home to promote communication and understanding, providing the children with a strong sense of belonging. Practitioners skilfully help to enhance babies' vocabulary by offering choices of resources and repeating words back to them, so they can hear the name of the object clearly. Older children are encouraged to join in the use of phonics to promote their understanding of sounds and letters and are encouraged to self-register on arrival, showing recognition of their name.

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

Children are welcomed into a colourful, stimulating environment, both indoors and out. A wide selection of good quality toys and resources are suitable for their age and stage of development. Low-level storage units are attractively labelled and enable children to make independent choices, allowing them to express themselves creatively, use their imagination and play an active role in their learning. The well-established key person system, along with a careful deployment of practitioners, ensures that all children are very well cared for. As a result, children of all ages form secure attachments, which promote their well-being and confidence. Sensitive care provides a strong foundation for children, who have recently commenced the nursery and effectively supports the move into different rooms and school. Practitioners gather good information from parents to ensure children's individual needs are known and met. As a result, all children are familiar and confident in their surroundings. Young infants display high levels of curiosity as they confidently explore their environment. They help themselves to a variety of toys, such as musical instruments and reach out for large colourful balls and are keen to investigate further when balls disappear from view. Young infants enjoy quality time they spend with their key person and engage in simple action songs, where they sway back and forth and clap their hands. Practitioners are loving and affectionate and delight in children's achievements, embracing them with cuddles and praise. Children, who have recently moved into the pre-school room demonstrate high levels of confidence. The thoughtful presentation of the room enables them to choose what they want to do and promotes their interest and concentration. Practitioners engage children in their chosen activity and provide reassurance when needed.

All children flourish as they become familiar with routines, develop their independence and demonstrate a positive sense of themselves and others, enabling them to form a positive disposition to learn. They display high levels of confidence and self-esteem. The genuine nurturing care that they receive, results in children learning to form good relationships at all levels and work alongside others companionably. For example, young infants show care and concern towards their peers if they become upset and older children work together cooperatively while creating an obstacle trail in which to negotiate balls. They offer toys to their peers to engage in a group activity and share stories together in the comfy book areas, where they enjoy lounging and relaxing. They talk sociably during snack and mealtimes, encouraged by practitioners, who join in their conversations and take an active interest in what they do to promote their learning and development. Practitioners are skilled in helping children to explore their feelings through the use of puppets depicting emotions. They sensitively enable them to express feelings, such as joy and sadness and enable them to relieve their frustrations through physical activities and playing with dough. This enables children to develop strategies to cope with new and challenging

situations and learn to value and appreciate the feelings of others.

Children's understanding of safety is enhanced through controlled opportunities provided for them to take risks. They use tools carefully, while participating in creative activities, such as using scissors to cut out pictures and gardening equipment as they plant flowers. They explore space outdoors while remaining in the direct supervision of practitioners. Babies are able to explore wide open spaces safely as they kick their legs, wave their arms and roll over. Young infants use low-level furniture to pull themselves into a standing position and push-along trolleys to support their balance as they learn to walk. Older children learn how to vacate the nursery safely as they form a 'walking bus' where they hold onto hoops attached to a rope and sing a marching song as they make their way to an area of safety. Children learn about healthy lifestyles as they develop good self-care skills. They are encouraged to wash their hands during bathroom routines and before handling food. They are offered a wide range of healthy snacks and meals, which are made from fresh produce delivered to the nursery on a weekly basis. Older children make choices as they serve themselves during mealtimes and express their preferences. Babies and young infants are effectively supported during mealtimes and are provided with opportunities to feed themselves using their fingers and spoons. Children are able to rest in accordance to their needs and happily help themselves to their comforters, enabling them to feel fully refreshed when they awake and face new challenges and learning experiences. Children enjoy engaging in a variety of physical activities as they discover the value of physical exercise. They develop their co-ordination skills as they throw balls to each other and play catch. Children move their bodies in a variety of ways and explore wide open spaces and climbing apparatus.

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

Leadership of the nursery is good because the provider, manager and all practitioners are committed to developing a high quality of service for all children and families. Parents are encouraged to contribute to the evaluation process through daily discussions and written formats. Older children are actively encouraged and supported to provide ideas for activities and contribute to selecting additional resources and toys by looking through catalogues and identifying what they would like. Babies and young infants are observed closely by practitioners, who record their interests and discover what they enjoy doing at home through discussions with parents. The information is then used as part of the evaluation process. As a result, children display a strong sense of ownership within the nursery and their motivation to learn is stimulated. Practitioners are provided with regular opportunities to share their ideas and views with the manager and provider and the nursery maintains a partnership with early years support from the local authority, in order to develop its provision further. It participates in the local authority quality scheme and uses this extensively as part of the evaluation process to further develop the provision. All recommendations and actions from the last inspection have been completed successfully and have had a positive impact on children's learning experiences and welfare. For example, younger children are provided with more opportunities to experience outdoor play. In addition, a new enclosed outdoor area for babies and toddlers is being developed to enable continuous availability to outdoor play. Documentation has also been improved

to comply with the Statutory framework for the Early Years Foundation Stage, including the recording of risk assessments and the seeking of medical advice for children. The nursery's action plan prioritises and clearly targets aspects of the provision to be developed. For example, arrangements are in place to provide additional low-level interactive displays boards in the playrooms. This is to further enhance the stimulating environment and to display more of the children's work, to celebrate their achievements on a wider scale.

All practitioners have a secure knowledge and understanding of how to protect children in their care. They all attend regular safeguarding training, ensuring that they are well aware of the relevant procedures to follow, in event of any child protection concerns arising. Clear risk assessments are implemented effectively, which helps to ensure the environment is safe and free from potential hazards. Resources and equipment are in good condition and checked and cleaned on a regular basis. Robust recruitment, selection and induction procedures are in place to ensure the suitability of practitioners to work with children. Their performance is monitored formally through appraisals and informally through observations of practice by the manager. Observations of practice are used to inform the appraisal system and highlight strengths and weaknesses. As a result, any perceived underperformance can be dealt with, so that practitioners understand the high standards expected from them. In addition, the manager is beginning to introduce formal peer observations. However, this is not fully embedded across the nursery, in order to develop practitioners' professional skills and share good practice to drive further improvement.

A strong commitment to partnership working with parents and external agencies is evident and contributes to meeting children's needs. Professionals visit the setting to deliver an additional range of activities, such as, physical exercise, oral health and road safety. This provides children with additional experiences, which enhances their learning further. Practitioners invest time and knowledge gathered from training to identify and meet children's emerging special educational needs and/or disabilities. For example, they use visual timetables to help children with limited language to express their interests. Practitioners use available support and advice from agencies and are keen to implement suggestions to enhance their practice. For example, providing dough activities on a daily basis has been successful in supporting children to ease away any tension or frustrations, resulting in a calm environment. Close liaison with local schools and sensitive support provided by practitioners ensures that children are prepared for their move on to school. Children benefit from the close working relationships between practitioners and parents. Daily verbal communication, along with home to nursery diaries and regular meetings, ensure that parents are consulted at every stage of their child's care and development. A 'sharing tree' interactive display also enables parents to record their comments, home observations and suggestions and the information is used to inform activity planning, continuity of care and enables practitioners to meet the individual needs of children. Additional information is provided for parents through displays and regular newsletters, keeping them fully informed about events. Parents speak very highly of all practitioners. They report they are delighted with the consistency of care and nurturing their children receive and the progress their children are making particularly in their language and communication skills. This results from the various communication and language activities that practitioners do with the 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

<b>Unique reference number</b>	316451
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	915643
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	45
<b>Number of children on roll</b>	57
<b>Name of provider</b>	Daisy Chains Ltd
<b>Date of previous inspection</b>	19/05/2011
<b>Telephone number</b>	01706 628 105

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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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