

Daisy Chain Nursery

Cobden House, 2 Cobden Road, CHESTERFIELD, Derbyshire, S40 4TD

Inspection date	31/10/2013
Previous inspection date	07/10/2008

The quality and standards of the early years provision	This inspection:	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

- An effective key person system allows continuity of care for children and allows staff to build up a full knowledge of each child and their individual needs.
- Children are well-prepared for school as there are good links with schools and teachers who come in to meet the children.
- Observation and assessment is used well to identify children's needs which are incorporated into focused activities which engage children in learning.
- A robust monitoring system ensures early interventions are implemented where gaps are identified and ensures that children make good progress in their learning given their starting points.

It is not yet outstanding because

- Strategies to engage all parents in supporting their children's learning and development in the home and nursery, are not highly effective, particularly in harder to reach families.
- The current systems for managing staff performance through supervisions have been recently introduced, and the impact on these for enhancing provision for children is not yet clear.

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 undertook a tour of the nursery with the manager, including the outdoor area.
- The inspector took account of the feedback from parents spoken to on the day.
- The inspector observed activities in the playrooms.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the nursery and a range of other documentation.
- The inspector spoke with the manager, owners, staff and children at appropriate times throughout the inspection.

Inspector

Susan Wilcockson

Full Report

Information about the setting

Daisy Chain Nursery was registered in 2002 and registered as a limited company in 2008. It is on the Early Years Register and the compulsory part of the Childcare Register. The nursery operates from converted domestic premises close to the town centre of Chesterfield. There is an area available for outdoor play. The nursery employs 16 members of staff that work directly with the children. Of these, 14 hold appropriate early years qualifications at level 3 or above with the manager having gained Early Years Professional Status. In addition there is a nursery cook.

The nursery opens Monday to Friday, 7.30am to 6pm all year round, except for bank holidays and a week at Christmas. There are currently 70 children attending who are within the early years age group and children attend for a variety of sessions.

The nursery provides funded early education for two-, three- and four-year-old children. The nursery currently supports children with special educational needs and/or disabilities. The nursery 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:

- develop strategies to effectively engage those parents who may be more reluctant to engage in their children's learning and development
- embed supervision into the performance management process to provide support, coaching and training for staff and promote the interests of children.

Inspection judgements

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

The nursery provides a positive learning environment for children through a wide range of age appropriate toys and activities that are easily accessible to children. These resources, combined with knowledgeable staff who demonstrate a good understanding of the Early Years Foundation Stage, support children's learning and development in the prime and specific areas.

Activities for babies support their interests and staff encourage their natural curiosity. For example, an activity is covered with shiny fabric stimulating the young children's interest

to explore what is underneath. Two older babies delight at finding bricks under the cloth and work together to build towers, guided by a member of staff who counts the bricks. This supports the young children in their emerging awareness of number. The babies take turns in knocking them down when built.

Throughout the nursery, staff members model positive communication with children, developing their language skills well. A toddler enthusiastically wants to join in the 'gloop' activity, fetching an apron so he doesn't get wet. He laughs when the member of staff calls him an 'eager beaver'. Older children use descriptive language, talking about icing being 'sticky' and 'drippy' encouraged by the staff member to 'keep stirring because the icing is lumpy bumpy'. Children have many opportunities to explore media and materials through drawing, craft and malleable play. A toddler observes a friend making a gingerbread man from dough. He creates a fox from dough praised by a staff member for his attempts and, with his friend, recalls the story of the gingerbread man. There is a strong emphasis on literature throughout the nursery and children demonstrate a love of books and stories. A baby delights at looking at herself in a mirror page in a book supported by a member of staff who helps her to recognise her features. Older children approach the inspector confidently to share a book, asking questions to extend their growing knowledge.

The outdoor environment supports children's developing physical skills as they access equipment that allows them to climb, slide and pedal. Open-ended blocks in the outdoors support children to develop imaginative skills as they construct on a bigger scale than available indoors, building towers and walls. The nursery supports children's understanding of the world well. In the outdoor area there are areas for planting and growing seasonal vegetables, which are harvested by the children and cooked for lunch. Children take regular walks in the environment. For example, they talk about a visit to a local garden and proudly show the inspector the basket of conkers they have collected. Children develop a good awareness of their community. They visit the local library for story time sessions, buy baking ingredients from the shop near to the nursery as well as attending the local swimming pool for swimming lessons.

Planning throughout the nursery is based around children's interests and abilities and provides age-appropriate challenges. Observation and assessment is used well to identify children's needs which are incorporated into focused activities and engage children in learning. This ensures that children make consistently good progress in their development. Assessment of children's progress is consistent throughout the nursery, starting with an initial assessment by the child's key person based on observations and information from parents during the child's settling-in period. This is followed with quarterly summary reports shared with parents. These reports highlight the current stage of development each child is achieving and their next steps for learning. Parents are encouraged to comment on these reviews. However, this is not yet a highly successful strategy and there is scope for the nursery to develop a wider variety of strategies that enable harder to reach families to become more involved in their children's learning and development. In addition to their learning journal, each child also has a 'memory book' which provides a photographic record of some of their experiences in the nursery.

Each child's development and progress through the Early Years Foundation Stage is

tracked and monitored to ensure that they make progress in their development expected for their age. In addition, the nursery also uses the 'Every Child a Talker' programme and the 'Every Child a Mover' programme to provide early intervention for children who may have gaps in their language or physical development. The nursery works with external professionals to develop strategies and targets for children who may have special educational needs and/or disabilities. This ensures that all children make good progress given their starting points. The manager and staff demonstrate a secure knowledge of the requirement relating to the 'progress check at age two', which is implemented when the child reaches the appropriate age.

Overall, children are well supported as they prepare for their next stage of learning. The manager works closely with schools to understand their needs for the children starting and to consider how best the nursery can support these. For example, children are encouraged to be independent, such as putting on their own coats and serving themselves at lunch in preparation for school meals. The nursery plans appropriate activities to enhance children's readiness for school, for example, through small group activities that supports early writing.

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

Children benefit from a settling-in process that enables them to develop positive attachments with staff in the setting. An effective key person system allows continuity of care for children and enables staff to build up a full knowledge of each child. The nursery works with families to ensure their children are included and individual needs supported. Children with special educational needs and/or disabilities receive close and supportive attention as the nursery has four trained members of staff in special educational needs awareness.

The warm and welcoming homely environment supports children to become confident and independent learners through a range of activities they can select from in their playrooms. Children can rest in quieter spaces or engage in more physically active play. They have regular opportunities throughout the day to access the shared outdoor area where they participate in a range of physical activities, such as, riding bikes, construction and climbing. Older children join with the toddlers during outdoor play, which enables them to choose whether to play outside or access activities of their choice in the adjacent downstairs playrooms.

Children demonstrate good behaviour throughout the nursery. Staff are good role models and support children to understanding appropriate behaviour and respect for their friends. For example, children understand about sharing and taking turns. They are helpful as they assist with tidying away and older children learn about responsibility as they take on the role of dinner monitors helping to prepare the tables ready for lunch. Staff are alert to risks ensuring children are aware of potential dangers. For example, staff in the baby room remind young children with emerging walking skills to be careful when manoeuvring around other children and equipment.

Children are cared for in an environment that supports their health and safety well. The

nursery keeps comprehensive records of children's medical needs and any accidents that occur. Initial information from parents ensures that children's dietary needs are fully supported. The nursery cook ensures that children enjoy healthy nutritionally balanced meals at the nursery, including the snack provision. All food is freshly prepared each day. The nursery encourages children's independence in self-care routines that help to promote their good health. For example, children know to wash their hands before they eat and older children serve themselves at lunchtime. Children throughout the nursery sleep and rest according to their individual needs and parental wishes. The nursery implements a fire evacuation procedure which is carried out regularly and records kept. This supports children to learn about their own safety.

Children's transitions in the nursery are supported well. Movement between the rooms is supported with transition visits and information shared between key persons and parents about the moves. Children are well-prepared for school as there are good links with the schools and teachers who come in to meet the children. The nursery also encourages information sharing as children move on to their next stage in learning to help provide children with continuity of care and learning.

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

The owners, manager and staff have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage and appropriate records are kept. Staff are clear about the procedures to follow if they have a concern about a child in their care and who the designated safeguarding officer for the nursery is. Children's safety is a priority for all working in the nursery and the setting has a strong security system in place to prevent unknown persons arriving to collect children. Robust systems, policies and procedures are in place and these are regularly reviewed to ensure they meet the current legal requirements and underpin children's safety and well-being at all times. Full risk assessments are in place for all indoor and outdoor areas and staff also undertake thorough daily checks to ensure that toys and equipment remain fit for use. All staff have first aid training ensuring that children are kept safe.

The nursery manager maintains a good overview of the educational programmes through an effective tracking and monitoring system. This ensures that children make good progress in accordance with typical expectations for their age and given their starting points. This system effectively highlights children who may be a risk of delay or groups of children who may need further support in a specific area, enabling relevant interventions to be implemented.

The nursery work closely with the local authority improvement officer and carries out audits on the quality of the provision. This process supports the identification of improvements which feeds into the nursery's self-evaluation and improvement plan. The views of parents are important and the nursery encourages feedback through meetings and suggestions. A children's council has been introduced monthly and, through these meetings, the opinions and views of the older children are sought. Regular management and staff meetings provide opportunity for everyone to contribute ideas and thoughts to

decision making.

The setting ensures that all staff have a Disclosure and Barring Service check. The manager oversees the induction process for new staff, although the turnover of staff in this nursery is low. Annual performance appraisals ensure that training needs are identified although, the current systems for managing staff performance through formal supervisions have been recently introduced, and the impact on these for enhancing provision for children is not yet clear. The manager works closely with the local authority to provide a programme of training which support staff in their continual professional development.

Effective partnerships with parents, external agencies and other providers are well established and make a strong contribution to meeting children's needs. The manager and staff work closely with external professionals to support children who may need additional interventions to support their learning and development. Staff build excellent relationships with parents and chat to them on a daily basis about their child's achievements and well-being. Key policies and procedures are shared with parents, ensuring that they are aware of the standards to which the setting operates and providing details of how to make a complaint if they need to. Parents comment positively about the nursery and how safe they feel it is for their children.

The Childcare Register

The requirements for the compulsory 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	EY366226
Local authority	Derbyshire
Inspection number	918138
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	60
Number of children on roll	70
Name of provider	Daisy Chain Day Nursery Ltd
Date of previous inspection	07/10/2008
Telephone number	01246 558811

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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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