

Daisy Chains Nursery

Daisy Chains Nursery, Kay Brow, Ramsbottom, BURY, Lancashire, BL0 9AY

Inspection date

Previous inspection date

25/11/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
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 requires improvement

- Relationships with parents are well established which is achieved through a good induction and settling in process. Parents feel confident in the care which is provided by the nursery and practitioners and through sharing of information there is continuity of care for the children.
- The nursery is well resourced and the equipment is clearly labelled for the children which encourages them to become independent learners and make choices during their play.

It is not yet good because

- Monitoring processes are not rigorous enough to ensure that all practitioners are sufficiently supported in providing children with educational programmes that are challenging and enable the children to be creative and express themselves.
- The quality of teaching across the nursery is inconsistent. This means that not all children benefit from quality interactions that promote their learning and help them to make strong progress towards the early learning goals.
- Self-evaluation lacks rigour and not all areas of weakness in practice are accurately identified. As a result, action plans are not fully effective in targeting areas for improvement.
- Systems to capture children's starting points when children join the nursery are weak which limits staff's ability to fully monitor children's early progress within the nursery.

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 in the different rooms of the nursery.
- The inspector conducted a joint observation with the manager.
- The inspector looked at the children's assessment records and planning documents.
- The inspector checked evidence of suitability of practitioners working with children.
- The inspector took account of the views of the parents spoken to on the day and from information included in the setting's own parent surveys.

Inspector

Suzanne Fenwick

Full report

Information about the setting

Daisy Chains Nursery originally registered in 2007 and re-registered in 2013 following changes to the provider's limited company name. It is registered on the Early Years Register and the compulsory part of the Childcare Register and is one of two nurseries owned by the same provider. The premises are situated in the Ramsbottom area of Bury, Lancashire. Care is provided from two buildings on the same site. There is an enclosed area for outside play.

The nursery provides funded early education for two-, three- and four-year-old children. Currently there are 63 children on roll. It is open each weekday, all year round, from 7.30am to 6pm. There are 15 members of staff, three of whom hold a qualification at level 2 and seven of whom hold an early years qualification at level 3. The manager has an early years qualification at level 4 and the lead practitioner has Qualified Teacher Status.

What the setting needs to do to improve further

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

- improve the monitoring process to ensure that all practitioners are confident in providing children with educational programmes, during each session, which are challenging and enable them to be creative and express themselves
- improve practitioners' understanding of how high quality teaching promotes children's strong progress towards the early learning goals and work with them to raise the standard of teaching to ensure that children benefit from good quality interactions.

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

- enhance self-evaluation practice so that it is rigorous and focuses on the weakest areas. Encourage staff to become more reflective practitioners and support them to challenge existing practice to continuously improve the learning experiences provided for children
- improve the systems to capture children's starting points when children start to attend to enable practitioners to fully monitor children's early progress within the nursery.

Inspection judgements

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

The indoor and outdoor environment of the nursery is bright and welcoming. Each room is well resourced and set up in an appealing way which encourages the children to enter confidently and select the resources which they wish to play with. The resources in the room for the older children are all clearly labelled which enables the children to self-select resources and equipment which promotes independence and choice. There is a range of sensory experiences available for the older children, such as sand, play dough and corn flakes, to encourage the children's developing curiosity. Children are eager to join in with the sensory activities and demonstrate their investigatory skills. Children enjoy experimenting with the texture of the cornflakes using their hands to crush the cornflakes and filter them through different sized funnels, as a result children learn about shape and space. However, practitioners do not always intervene in children's play to ask questions in order to encourage the children to think, extend and enhance their learning experience.

Younger children's communication and language skills are supported through story time where children respond well to the practitioner's use of noises and sounds. Practitioners encourage children to join in with the story and anticipate key events. As a result, children listen to stories with attention and enthusiasm. However, the quality of teaching across the nursery is inconsistent and this means that not all children benefit from high quality interactions and support. Practitioners support the older children's language development well during circle time, asking children about days of the week, the type of weather and what happens during this month and next as well as reading different stories to them. However, children start to lose attention and focus as this activity is too long. There is a balance of child-initiated and adult-led activities throughout the nursery. However, some of the adult-led activities are too directive and do not enable the children to be creative and express themselves. For example, older children all make identical Christmas cards and are not encouraged to use their imaginations and make their cards individual. Practitioners also do not use this opportunity to encourage the children to explore new ideas or use questions to challenge children's thinking.

Each child is assigned a key person who is responsible for supporting their learning and development, establishing routine care practices and building relationships with parents. This enables practitioners to have a suitable knowledge of each child in their care. The key person system is well embedded and effective for younger children. As a result, babies are supported effectively by practitioners who identify their interests and curiosities during play and introduce additional resources to extend and enhance the learning experience. The key person system is less effective for the older children. The lead practitioner takes overall responsibility of the key person role for all children within this room, including the assessment and planning for next steps in learning. As a result, challenging activities which meet the individual needs and interests of the children are not carried out in her absence. Across the nursery the key person carries out initial assessments of the children in their group to establish their starting points and enable them to support the children to make progress. However, this does not happen until the children have been at the nursery for a few weeks, as a result of this the practitioners are unable to support the children's

early progress and implement individual plans which support the children's learning and development from the day they start nursery. The key person effectively completes the assessment for the progress check at age two, this information is discussed with the parent and they are encouraged to contribute to the assessment. This information is then used to bridge any gaps in the children's learning and development.

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

Children in the nursery demonstrate they are happy and settled. The children visit the setting and attend settling-in sessions prior to starting which provides a smooth transition in to nursery for the children. The children are given chance to settle in to the nursery and are assigned a key person based on who they naturally develop a bond with. As a result of this, the children develop secure emotional attachments to chosen adults early in their care. As children move between rooms in the nursery they take part in visit sessions with their current key person to become familiar with their new surroundings. The key persons meet to discuss children's needs and interests to support the children and ensure there is a smooth transition. Children are self-assured around visitors and demonstrate confidence by independently accessing resources. Practitioner to child ratios are well met for the younger children, which ensures that the practitioners can provide the children with positive interactions and experiences. Children seek out adults for support and cuddles which reinforces the quality of attachments formed. However, staff deployment within the pre-school area does not always support the children's individual needs, as a result of this the behaviour can be quite disruptive at times.

Children are encouraged to manage their own personal needs. Older children are encouraged to access the bathroom independently and wash their hands before mealtime. Practitioners support the children's understanding of the importance of hygiene because they talk to the children about germs and making sure their hands are clean after they have been engaged in messy play activities. Practitioners encourage children to be independent at mealtimes. Younger children are given the opportunity to practise feeding themselves and older children are encouraged to help set the tables and tidy up after mealtimes. Children have access to drinking water throughout the day and older children have individual cups which they can access independently. There are plenty of opportunities for children to play outdoors and enjoy physical play and the benefits of fresh air.

Children are well supervised and practitioners ensure that they are safe. For example, daily checks are undertaken and thorough risk assessments of the premises and equipment are completed and reviewed regularly to ensure that any potential hazards are identified and risks are minimised. In addition, the nursery keeps good records of accidents and attendance. Accident records are regularly reviewed by the nursery manager to identify any common themes and to put into place preventative measures to further protect children and promote their welfare.

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

Practitioners have a sound knowledge of safeguarding procedures and ensure that appropriate records are maintained, such as a visitors signing in and out book and accident records. Several practitioners have had training in both first aid and safeguarding and are able to identify possible signs of abuse and know the agencies to contact if required. Practitioners are aware of the nursery whistle blowing policy and are confident about who to report any concerns to. There are appropriate procedures in place for recruiting, vetting and checking practitioners, which ensure that they are suitable and safe to work with children.

Practitioners benefit from regular staff meetings where new policies and procedures are discussed to ensure that all practitioners have a thorough understanding of their role and responsibilities. They share new knowledge gained from attending training courses to support each other's continuing professional development. Quality of practice is monitored through annual appraisals, which highlight areas for improvement in practice and training opportunities. A clear induction procedure provides new practitioners and students with the relevant information required to support children in the setting. However, monitoring arrangements for existing practitioners are not thorough enough to ensure that they are all sufficiently supported in how to plan and provide children with educational programmes that meet their individual needs. The manager demonstrates some commitment to driving improvements and raising standards of the nursery provision, by encouraging professional development. For example, identifying training needs and allowing practitioners to attend courses to improve practice. Systems for self-evaluation are being improved as they are not currently working effectively to accurately identify all areas of weakness in practice, as a result action plans are not fully effective in targeting areas for improvement. For example, they have not effectively identified that there are inconsistencies in the quality of teaching across the nursery. As a result, the action plans do not prioritise the development of high quality teaching practice.

Partnerships with parents are established and parents comment that they are pleased with the care that the nursery practitioners provide for their children. Parents speak highly of the induction and settling in visits and comment that this made the transition for their child and them much easier. Parents receive regular feedback from their child's key person in relation to their child's learning and development, any achievements and concerns. Parents are invited to parents' evenings twice a year which provides a more formal opportunity for them to discuss their child's stage of learning and development. Parents are encouraged to share their comments with the nursery through different surveys, such as a new starter survey and exit survey. The manager uses these to reflect on the service and intends to incorporate these into the nursery's self-evaluation process. This will further enable parents to contribute to improving the children's learning environment and experiences.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY460766
Local authority	Bury
Inspection number	921167
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	67
Number of children on roll	63
Name of provider	Rebecca Priestman Ltd
Date of previous inspection	not applicable
Telephone number	01706828243

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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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M1 2WD

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