

Daisykins Ltd

3 Whitehall Road, Rugby, Warwickshire, CV21 3AE

Inspection date

06/09/2013

Previous inspection date

29/10/2009

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

1

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- Children have a wonderful time in this fun-filled and well-resourced learning environment. They enthusiastically participate in lots of innovative and expertly planned experiences that provide them with an excellent foundation on which to build their future learning.
- Children are very happy and settled in the welcoming environment of the nursery. Staff are extremely caring and children's health, safety and well-being are afforded the utmost priority.
- Leadership and management are inspirational. The manager ensures that all staff provide consistently high quality teaching and learning for all children. Highly effective self-evaluation and the pursuit of excellence mean that areas for improvement are quickly identified and acted on immediately.
- Management and staff work very well together as a team. They complement and build on each other's strengths, qualities and characteristics to provide children with an all-inclusive, secure environment which fosters a feeling of mutual trust and respect.

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 observed staff engage in a range of indoor and outdoor learning activities, play and daily care routines with the children.
- The inspector held conversations with the owner, staff and children.
- The inspector conducted a tour of the premises during the inspection.
- The inspector looked at a selection of policies, procedures and children's records.
- The inspector checked evidence to confirm the suitability and qualifications of staff working with children.
- The inspector took account of the views of parents and carers spoken to on the day and viewed parental comments recorded via the internet.
- The inspector conducted a joint observation, with the deputy, in the pre-school room.

Inspector

Carol Johnson

Full Report

Information about the setting

Daisykins Nursery was registered in 2002 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is privately owned and operates from a large Victorian house situated close to Rugby town centre. There is no lift access to the first and second floors of the building. There is an enclosed area available for outdoor play.

The nursery is open from 8am until 6pm five days a week all year round, with the exception of bank holidays. Children attend for a variety of sessions. There are currently 206 children on roll, all of whom are in the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and some with special educational needs and/or disabilities.

The nursery employs 20 members of childcare staff, most of whom hold appropriate early years qualifications to at least level 3. One member of staff has a BA (Hons) in Early Childhood Education Studies and three hold a Sector-Endorsed Foundation Degree in Early Years. In addition, the nursery employs a further three members of staff who cover domestic duties.

What the setting needs to do to improve further

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

- enhance the already excellent provision for children's outdoor learning by extending resources and opportunities in the nursery garden for children to engage in imaginary play.

Inspection judgements

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

Children make excellent progress and clearly enjoy their time at this nursery. They laugh and smile as they play, and there is lots of positive interaction between children and adults. Staff put children at the centre of everything they do. They know the children in their care really well and accurately judge when they need support or are ready to be taught new skills. Staff successfully build on children's home-based knowledge and experiences, and provide plenty of opportunities for progression, extension and challenge. They teach children the things they really need to know and show them how to learn for themselves and with others. There is an extremely sharp focus on helping all children to

communicate effectively. Staff expertly use recognised early language programmes and follow speech and language therapists' guidance to support their teaching. As a result, children make excellent progress in understanding, listening and speaking. Staff ask children plenty of open-ended questions that encourage them to think and solve problems. They recognise that some children need time to think about their responses and ensure pauses occur, where necessary, in conversations.

All children are extremely well prepared for the next stage in their learning and for school. This is because staff provide them with an excellent foundation on which to build their skills and knowledge. Staff constantly observe what children know and can do, and skilfully encourage learning through everyday routines and planned experiences. Highly effective systems are used, by staff, to accurately assess children's progress and plan for the next steps in their learning. Staff gather a wealth of useful information from parents and any others involved in children's care and education. This helps staff to successfully establish children's starting points, individual needs and preferences and provide consistency of care. In addition, key persons effectively maintain progress records for each of the children; parents are invited to view these records and to share some of the things they notice their children achieve and are interested in at home. Furthermore, regular parent consultations provide additional opportunities for staff to meet with parents and discuss their children's progress, identify any areas of concern and devise strategies to support children's learning at home and in the nursery. A wealth of useful information is available to parents via the nursery website and includes advice on reading with their children and the words of many of the children's favourite rhymes and songs. In addition, staff have recently created a set of carefully planned and well-resourced 'Storysacks' for children and their families to enjoy at home. These 'Storysacks' contain a book, plus other related resources and activities carefully selected to promote various skills and concepts. Staff have included clear instructions as to how they can be used effectively to appropriately support their child's age and stage of development. Consequently, staff and parents are working in partnership to support children's learning at home and in the nursery.

Staff provide children with experiences that are innovative, exciting and fun. They understand that children need regular opportunities to learn independently and without constant interruption. Consequently, children benefit greatly from an excellent balance of adult-lead and child-initiated experiences. For example, children learn about numbers as they join in with number rhymes and are encouraged to count during everyday experiences. They independently use mathematical skills and number language as they play with toy cars, sorting them into groups of different colours and sizes. Frequent cookery activities effectively promote a range of skills. For example, children learn to weigh various ingredients and follow instructions. In addition, these activities raise their awareness of hygiene and safety and children learn what happens to the ingredients when mixed and cooked. Staff adeptly use books and stories to encourage children's communication and literacy skills and to inspire their imagination. Children enjoy listening to stories and staff skilfully capture and maintain their attention by using expression in their voices and making the experience fun. They invite children to look at the pictures in books, and ask them to predict what might happen next. A wide selection of books is easily accessible in all rooms and children enjoy looking at them both independently and with others.

Children attending the nursery are physically active. Babies and young children have plenty of space to crawl, roll, stretch and move. Thoughtfully-organised space and resources contribute greatly to children's enhanced physical development, comfort and freedom of movement. The nursery has a soft play room and an interactive light-up dance floor and these resources are successfully used to help children gain physical skills and confidence. They learn about the different parts of their bodies and show control and skill when balancing, climbing and moving in a variety of ways. The nursery places a strong emphasis on outdoor learning, which children relish. Outings are frequent and include visits to local shops, parks and places of interest. Also, staff make excellent use of the nursery outdoor play area; there are areas for children to explore and investigate nature, run around and expend energy, and ride wheeled toys. Furthermore, staff encourage children to use their imagination outside and provide stimulating resources that help children express their ideas and recreate familiar experiences. However, there is scope to extend children's imaginative experiences further. The provider describes future plans for the outdoor area that include the creation of a small row of child-sized shops to inspire children's creativity and enhance their learning.

Children enjoy plenty of opportunities to investigate and explore different textures, sounds and experiences and these stimulate their independent play and learning. For example, babies play with musical instruments and explore various cause and effect toys. They demonstrate curiosity as they push, pull, lift or press parts of these toys to discover what might happen. Messy play activities are frequently planned and enjoyed by all the children. These experiences encourage children to explore different textures and learn about size, shape and colour. Low-level mirrors invite children to look at their reflections and compare differences and similarities in their features. Equality of opportunity is a real strength of the nursery and staff work hard to ensure everyone feels valued, included and welcome. Children with special needs and those who speak English as an additional language are exceptionally well supported. Staff work alongside parents and other professionals to assess and develop children's communication and language skills. Parents are asked for key words in child's home languages and staff use these, plus gestures, picture cards and facial expression to aid communication. Staff provide a wide variety of experiences that help children develop a strong positive self-image and an awareness of the culture and traditions evident in the wider community. For example, as part of Chinese New Year celebrations, pre-school children designed and made their very own unique dragon, constructed out of recycled resources donated by parents.

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

An extremely well-established key person system successfully supports children's welfare and emotional security. Children receive exceptionally warm and responsive care. As a result, they feel valued and settle quickly. Babies are content and babble happily as they play. Toddlers readily go to staff members when they are upset or in need of support, and know that staff will respond appropriately. Friendships are evident between some of the pre-school children, and staff foster these by planning experiences that require children to cooperate and mix with others. Outings are a regular occurrence and not only broaden

children's social skills, but also, enhance their range of experiences and encourage safe practices. For example, on walks to the local shops children learn to cross the road sensibly and safely. Staff regularly reinforce and teach safe practice through everyday discussions and planned activities and children's behaviour is exemplary. They show care and good manners and this is promoted by staff who provide them with excellent role models to follow. Staff are calm, patient and respectful towards others; they provide an array of meaningful opportunities for children to develop a strong sense of identity and learn about the wider world.

Babies' and children's good health and safety are promoted to a high standard. They are nurtured and very well cared for in line with their individual routines and their parents' wishes. All areas of the nursery are clean and maintained well. Excellent hygiene and food safety procedures are in place and followed by staff; these include the use of disposable aprons and gloves during nappy changing. Staff provide clear messages to children and their families about the benefits of a healthy lifestyle. For example, the nursery arranges an annual food festival and this is used to teach children where some of their food comes from and to convey messages to children and their families about healthy eating. In the past, as part of this festival, children visited a local potato farm, a bakery and participated in cookery and growing activities. Food provided by the nursery is very healthy and nutritious, and physical exercise is a regular feature of the nursery routine. All children access the outdoor play area on a daily basis and receive plenty of opportunities to experience fresh air and expend energy. For example, they move to music and use large physical play equipment at local parks.

Children benefit from an extremely welcoming and well-resourced environment that is highly conducive to learning. There is plenty of space both indoors and outside and staff carefully consider factors, such as noise, light, and colour to ensure that space and resources are used creatively and effectively. There are cosy spaces in all of children's base rooms and these provide secure areas for children to relax and rest. Furthermore, children's physical skills and confidence are enhanced as they access the dance studio and soft play area. Staff have thought carefully about how displays are presented and using advice given on training, ensure that they are not overly stimulating and detract from their purpose. The environment is attractive and an extensive array of photographs, posters and examples of children's work is displayed around the nursery. Many of the displays are positioned at child-height and these successfully promote children's language and help them to recall nursery events. Staff consistently encourage children to be confident about making decisions about their own play and learning. They ensure a comprehensive range of toys and resources is accessibly stored or presented. Consequently, babies and the older children can easily see what is available and make some independent choices.

Staff effectively support children as they join the nursery and move onto other early years provision or school; they make these positive experiences for all concerned, full of excitement and anticipation rather than uncertainty and anxiety. All children starting the nursery are given a book, created as a result of collaboration between children, staff, parents and a children's book illustrator, that helps familiarise them with the premises and routines. In addition, flexible settling-in sessions allow new children and their families to adjust at a pace that successfully reflects their individual needs. Parents are encouraged to share a wealth of information about their children's individual likes, routines, needs and

personalities. This information is then recorded by key persons and used effectively to support children's ongoing well-being and progress. Staff understand that children develop at different times and rates, and carefully assess when it is most appropriate to move children between rooms in the nursery. They actively engage parents in the transition decision and process; they talk to them about what their children can expect and introduce them to any staff that they are unfamiliar with. In addition, children go on visits to their new rooms, with their key person, prior to the move. Nursery staff have forged links with local schools and prepare children moving on to these through sensitive discussion, planned activities and inviting school staff to visit the nursery.

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

Leaders and managers demonstrate an excellent understanding of their responsibility to meet the requirements of the Statutory framework for the Early Years Foundation Stage. Very thorough monitoring and clear induction procedures ensure that all adults working in the nursery know, understand and follow the nursery's policies and procedures. The owner has an infectious enthusiasm and a dynamic sense of ambition; he places a high priority on communicating the vision for the nursery. Recruitment, induction and vetting procedures are robust and ensure that all adults working in the setting are suitable and fully understand and support the positive ethos of the nursery.

The nursery is extremely safe and secure and visitors are closely supervised. All staff fully understand their roles and responsibilities with regard to child protection and implement rigorous safeguarding procedures. The nursery safeguarding policy contains all required information and safeguarding is placed high on the agenda at all staff meetings. Furthermore, clear guidance about child protection procedures and relevant contact details is prominently displayed in the main foyer. This means that adults have easily accessible information to refer to should they have child protection concerns. Policies and procedures are implemented very effectively and are continually revised to reflect current legislation. Many procedures are displayed visually, for example, a series of photographs informs staff of the correct nappy changing procedures. Staff are extremely vigilant in identifying hazards and take meticulous care to reduce the risk of accident and injury to children.

Leaders and managers relay and instil high levels of ambition and loyalty in the staff team. They successfully cultivate and maintain an environment where staff are highly valued as individuals. The particular talents and interests of staff are recognised and thoughtfully harnessed to provide very high quality care and education for children. Staff are keen to implement new ideas, especially those inspired through training and networking with other professionals. They demonstrate professionalism and pride in their work. Leaders and managers work hard to empower staff, children and parents. Consequently, there is an atmosphere of trust, excitement, involvement and innovation within the nursery. Many of the staff have either achieved or are working towards a degree-level qualification and all staff benefit from an astutely identified and targeted programme of professional development. All staff receive regular appraisals and their training needs and desires are carefully assessed and suitable opportunities identified. Staff meetings and in-house training sessions are frequent and a strong emphasis is placed on effective two-way

communication between management and the staff team. Consequently, knowledge, policy and research is effectively shared and used very well to enhance performance and make improvements.

Highly effective, sharply focused self-evaluation takes place in the nursery. Leaders and managers show an excellent understanding of the nursery's strengths and areas for development. Reflective practice is ongoing at all levels; staff, children, parents and other professionals all actively involved in the process. For example, local authority support visits are used to help refine practice, draw up action plans and identify staff training opportunities. Staff recognise their individual and collective strengths and management encourage them to build on what works well. They recognise weaker areas and promptly change or adapt what can be better. Management regularly observe staff and closely monitor and review their practice. In addition, planning and children's progress are monitored meticulously. Consequently, there is excellent practice and continual improvement in the effectiveness of the provision. Since the nursery's last inspection there have been lots of improvements. For example, technology has been embraced and is used extremely well to publicise the provision and enhance two-way communication with parents. The internet and social media is creatively used to provide parents with an abundance of information about the range of experiences planned and provided for their children. Furthermore, parents are invited to comment on the content and do so, on a regular basis. Parental views are welcomed and routinely used to help shape the provision and target improvements.

Close, reciprocal relationships with parents, rooted in genuine trust and respect, successfully support children's welfare, learning and development. Robust documentation and information sharing with parents ensures all agreements and required information are obtained for every child. As a result, managers and staff have a thorough understanding of each child's circumstances and background, including who may have access to them and who may collect them. Parents praise the setting very highly and say that they feel valued and extremely welcome. They comment on the excellent support afforded to children with special educational needs and/or disabilities and consider staff skilled and sensitive in their approach. The nursery has forged effective links with other agencies, professionals and the local community. For example, the nursery works in partnership with some local businesses, including a shop run by a parent of a child attending the setting. Parents and other professionals are frequently invited into the nursery to share their knowledge, skills and expertise with staff and children. For instance, a parent came into the nursery to show a group of pre-school children how she writes in Chinese script. On another occasion, staff, children and their families took part in song and dance activities lead by a popular children's television celebrity. Consequently, the profile of the nursery is raised in the wider community and children's enjoyment, development and progress is greatly enhanced.

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	EY240005
Local authority	Warwickshire
Inspection number	908882
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	115
Number of children on roll	206
Name of provider	Daisykins Ltd
Date of previous inspection	29/10/2009
Telephone number	01788 552200

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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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