

# Daisies Day Nursery

Daisies Day Nursery, Wood Lane, NOTTINGHAM, NG4 4AD

<b>Inspection date</b>	03/01/2014
Previous inspection date	19/07/2011

<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		1
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

- Children's learning is promoted well by practitioners who understand the importance of working with children's interests and how they learn best through play.
- Children's behaviour and understanding of safety is well supported. They make good friends, take turns, share resources and help one another because they learn in a warm, caring and safe environment.
- There is a strong emphasis on partnership working with parents and others and highly successful initiatives ensure that everyone who works with the children plays an important role in ensuring that they make the best progress possible.
- Key person relationships are strong. Children feel secure in the setting and parents are encouraged to contribute to their learning. Children's progress is shared with parents on a regular basis.
- The management team are committed to the continuous development of the provision and use a system of self-evaluation to secure improvements in all areas. This creates a dedicated, motivated practitioner team, where everyone works together to ensure children benefit from a continually improving provision.

### It is not yet outstanding because

- There is scope to strengthen the outdoor provision by providing a stimulating range of resources and experiences which are accessible and open-ended to allow children to further explore, build, move and role play.

## 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 activities in three main play rooms and the outside play area.
- The inspector undertook two joint observations with the manager.
- The inspector spoke with the provider, manager, practitioners and children at appropriate times throughout the inspection.
- The inspector looked at children's learning journey records, planning documentation, and a selection of policies and children's records.
- The inspector checked evidence of suitability and qualification of practitioners working with children and the provider and manager's self-evaluation form.
- The inspector also took account of the views of parents spoken to on the day.

## Inspector

Sue Riley

## Full report

### Information about the setting

Daisies Day Nursery registered in 2011 following a change in ownership. It is one of two nurseries owned by the same private provider. The nursery is registered on the Early Years Register and also on the compulsory and the voluntary parts of the Childcare Register. It operates from the ground floor rooms in part of a 200 year old listed building surrounded by woodland in the Nottingham suburb of Gedling. Children are cared for in four rooms depending on their age and level of ability. Each group room has its own adjoining outdoor play area. There are strong links with the local schools.

The nursery provides funded early education for three- and four-year-olds. There are currently 96 children attending who are within the early years age range. The nursery is open each weekday from 7.30am to 6pm. It is open all year round, closing only for public holidays and the Christmas period. Children are able to attend for a variety of sessions each week depending on the individual requirements of each family.

The nursery employs 16 practitioners to work with the children, of these, 11 hold appropriate early years qualifications. The nursery supports children who have special educational needs and/or disabilities. The nursery is a member of the National Day Nurseries Association.

### What the setting needs to do to improve further

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

- increase the resources and enhance experiences outside to offer children more choice and to extend further their own development in all seven areas of learning.

### Inspection judgements

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

Practitioners have a good understanding of the Early Years Foundation Stage learning and development requirements and know that children learn best through play and first-hand experiences. Therefore, they are able to plan stimulating activities that support children's development in all areas of learning. Practitioners are particularly good at observing and recording the children's starting points. This means they are able to plan challenging experiences for them from the onset. They complete regular reviews on all children and share these with parents. They agree next steps in learning together. Children throughout the nursery are making good progress in all areas of learning. All children have a learning journal which contains a variety of observations to show children's learning over time.

Practitioners also share this with parents. Children make decisions for themselves and are becoming independent because they can self-select from a range of easily accessible toys and resources. This means that children have time to become deeply involved in activities which encourages them to persist at their learning. The indoor environment is stimulating and enables children to follow their own interests. However, the outdoor play areas for children currently do not provide extensive opportunities to cover all areas of development in an inspiring environment. This means that some children's learning outdoors is not always maximised to continually allow them play and explore for themselves. Children develop good communication skills and chat happily both to one another and to adults. Practitioners take children with language concerns to the local Children Centre 'toddler talk' sessions and follow this support within the nursery. This helps children to catch up with their language development and parents speak very highly of this additional support. Practitioners support children well, by offering praise and encouragement and they demonstrate a good understanding of children's individual learning needs. Babies are actively involved in their play as they confidently select and explore resources. They are supported by practitioners and become confident in their daily routines. Children learn about diverse cultures because they celebrate a variety of different festivals throughout the year.

Every room in the nursery is a hive of activity as children enthusiastically make independent choices within their play. Fun and laughter is an integral part of the day and sounds of happy and contented children fill the building. Practitioners in the baby room are always nearby to offer support. They are competent in the way that they extend activities to enhance learning or leave children to develop their play experiences for themselves. The nursery has implemented the progress check at age two successfully and all related documentation is in place. As a result of the effective assessment and recording of children's progress parents receive a clear picture of where their children are in their learning. Parents are kept very well informed about the life of the nursery via newsletters, the internet, noticeboards, parent meetings and through daily chats to practitioners. Parents are actively encouraged to be involved with their child's learning at home. This means that children's learning is fully enhanced as all partners are working together in supporting the children.

The well-being of a child is paramount to the nursery and they work very hard to ensure this is in place. Older children demonstrate good levels of concentration as they play and gain a strong sense of achievement as they set their own goals. This helps to prepare them with the necessary skills they will need for school. Practitioners supervise activities very well. They offer lots of appropriate support and extend the children's learning. For example, they extend the water play in the pre-school room as they add magnets, magnetic items and pincers to the water. This helps children to develop their small muscles and co-ordination as they skilfully use the magnets to pick the magnetic balls out of the water. Children are proud of their achievements and hold up their magnets to show the magnetic balls hanging off the end. The babies enjoy the sensory experience of playing with the bubbles and watching them as they float about in the air. They become excited as they play with the musical toys and bob up and down to the music. The babies cuddle up to the practitioners and have conversations in their own way. Older children enjoy listening to stories and are eager to answer the questions about the story which practitioners ask. This demonstrates that they understand the story line and enables

practitioners to successfully monitor children's listening and concentration skills. Children are confident to approach the practitioners for their needs to be met. The children in the toddler room enjoy the 'toddler talk' session. They are very aware of the routine of the session and eagerly take part. They join in the 'hello song' which gives them a sense of self-awareness. The children move their bodies in different ways, for example, when 'shaking all their sillies' out of their bodies. They laugh excitedly as they do this and squeal with delight as the 'pop-up puppet' comes to join them. The children learn their colours in a fun way as they play with the different objects as part of the session. They gain a sense of anticipation as they wonder what is inside the special box. They handle the shiny mirror ball and then in turn they roll the ball to their friends, with the practitioners reinforcing each child's name. Practitioners ask questions of the children to make them think about what things are and what they are doing. They encourage the use of language and offer lots of praise. All children are well engaged in this session and thoroughly enjoy themselves as they learn through play.

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

The premises are well maintained and resourced to provide children with a stimulating environment in which they learn and develop. A well-established and extremely effective key person system operates throughout the nursery. This helps children to form secure emotional attachments and provides parents with a familiar person to share information with regarding their child. Every key person knows their children exceptionally well and can clearly demonstrate how they help them to move forward and make good progress. Practitioners in the baby room provide them with physical interaction and cuddles. This helps them to form emotional bonds and attachments. Older children are quick to seek out practitioners for a cuddle if they become tired or need reassurance. Children are exceptionally well-supported in their transitions between rooms and parents are fully involved. They are introduced to their child's new key person and new routines are explained. Practitioners ensure that children are familiar with the room they are moving into, by taking them on visits and they share progress reports and any individual information needed to help children to settle. Parents are also asked to visit the new room to ensure they are familiar with the room, routines and key person. Children are prepared well for the move to school because practitioners work closely with the local schools. Teachers liaise with the nursery and share information about what they would like children to achieve before they move to school. The nursery shares information on children's individual needs and teachers attend the setting to meet children in a familiar environment.

Children's health is well-promoted and there are clear and consistently applied systems in place to protect them from infection. Excellent systems are in place to inform practitioners of any health or dietary issues the children may have and thorough records are kept of accidents or any medication administered. Children from an early age understand good hygiene routines and know why they must wash their hands after using the toilet and before eating. The children benefit greatly from the carefully balanced menu offered. Younger children are supported to feed themselves and practitioners sensitively encourage them in this learning experience. Mealtimes for older children are sociable occasions as

they sit together in small social groups. They learn how to use utensils correctly; they serve themselves and wait until everyone has finished before leaving the table. This helps to prepare them for school readiness and promotes independence. The premises are kept clean and practitioners follow appropriate hygiene routines. Children are very well supervised to ensure their safety at all times. For example, when playing outside in the dark evenings they have defined areas where they can play and practitioners place themselves in set areas to ensure that children are seen and heard at all times. The children have fun with the torches during this time. Children mainly use the downstairs of the building but recently they did use one room upstairs for the annual photograph event. Children are taken upstairs a few at a time by the practitioners or parents and are fully supervised at all times.

Children's behaviour is exemplary. They know how to move safely through the nursery and start to take responsibility for their own behaviour. Ongoing in-depth risk assessments ensure that any potential hazards are identified and minimised. Children learn about their own safety as practitioners incorporate gentle reminders of how to use resources safely as they play. The older children know the rules for play and practitioners reinforce these on a daily basis. As a group they decide to have 'super hero and princess promises' and when a child demonstrates any of the promises they receive a certificate to confirm this. This ensures that the practitioners are rewarding children in a positive way and as a result children possess high levels of self-esteem. Furthermore, this ensures that children respect each other and the environment. Children are taught about keeping safe through discussions, role play and different topics. Children form very positive relationships with both adults and their peers and they work happily alongside each other as they learn to share and take turns. Children are extremely polite and use please and thank you as part of their normal daily routine. Practitioner's role model good social behaviour for children and offer them frequent praise. As a result, children gain a sense of self-esteem because they know that they are appreciated. Children's views are recognised and their interests form the basis of all planning.

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

The registered provider and manager are both extremely committed and dedicated to maintaining the highest levels of achievement for the children and their families. Effective management structures are in place and communication with all levels of practitioners is good. Regular reviews of paperwork and procedures take place to ensure that all requirements of the Statutory framework for the Early Years Foundation Stage are met. Children are well-safeguarded in the nursery. All practitioners are aware of their roles and responsibilities in protecting the children in their care. They fully understand the signs and symptoms to be aware of and know when and from whom to seek advice. The nursery is safe and secure due to the implementation of effective risk assessments. Children are well-supervised because the manager carefully plans staffing requirements to ensure that the correct ratios are maintained at all times. Robust recruitment and vetting procedures ensure that those working with children are suitable to do so. In addition, new practitioners are given a thorough induction before they begin working with the children.

The manager keeps well-organised records, policies and procedures to support the children's safety and welfare. Practitioners are supported to implement them consistently and they are shared with parents to ensure that they are well informed about how the nursery operates. The practitioner team are well qualified. The senior management team work alongside practitioners. They role model good practice and observe them to identify if there are any areas of their practice which require improvement. There are good processes for supervision as the senior management team have regular appraisals with all practitioners. They agree together what training they would like to access. This develops a good culture of continual professional development and encourages them to reach their full potential and take on additional responsibilities within the nursery to develop their self-esteem.

In order to identify any gaps in children's learning the senior management team regularly check all of the children's learning journals. This ensures that all assessments of children's skills, abilities and progress are clearly monitored and means that senior managers can support practitioners to target specific areas of learning if necessary. The nursery is in the process of implementing a new online system of recording children's development and this means that parents will have better access to their own child's learning journal. Practitioners know what to do if they think a child requires extra support with their learning. They work closely with other professionals and agencies that come into the nursery to spend time with children needing extra help or support. All children are included and supported well and the nursery promotes equality and diversity successfully. Above all, children thoroughly enjoy the time they spend in this nursery and the skills they learn help them to prepare them for school readiness and lay firm foundations for the future.

Efficient systems are in place for self-evaluation of the nursery to reflect the good practice and prioritise any areas for improvement. Practitioners and parents are involved in the self-evaluation process and ideas for improvement are carefully considered and given high priority. The nursery is proactive in implementing the changes necessary to sustain improvement and consistently explore new and innovative ideas. The manager and practitioners ensure that the effective partnerships with parents and external agencies help to secure well timed interventions to ensure children receive the support they need. There is a secure two-way flow of information to support children's learning. Parents speak very highly of the nursery and cannot praise the practitioners enough. They say that the practitioners really listen to them and that they are very proactive and genuinely care for the individual child. Parents comment that they have enjoyed learning how to sign with the children and that the language support for children at this nursery is very good. A few parents comment on how well their child's language development has come on. Parents state that their children are very comfortable within the nursery and it is never hard to leave them as they are happy and very settled. Furthermore, they feel part of their children's development and state that the practitioners know their children very well.

### **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	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

<b>Unique reference number</b>	EY420304
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	945282
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	56
<b>Number of children on roll</b>	96
<b>Name of provider</b>	AJP Childcare Limited
<b>Date of previous inspection</b>	19/07/2011
<b>Telephone number</b>	07914 578356

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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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