

Daisy Chain Pre-School & Nursery

4 Clayfield Close, Moulton Park Industrial Estate, NORTHAMPTON, NN3 6QF

Inspection date	22/01/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	Not Applicable
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

- Children are well supported in their learning because all nursery staff have a good understanding of how to promote the learning and development of young children. As a result, children develop positive attitudes to learning and make good progress.
- Parents are actively encouraged to support and share information about their children's learning at home, which successfully supports their ongoing progress.
- Children are well cared for in this nurturing and supportive environment. They feel secure and develop strong attachments with the staff, which effectively supports their emotional well-being.
- Management and staff have a secure knowledge of child protection procedures and understand their responsibilities in the event of a concern about a child in their care. Therefore, children are fully safeguarded.

It is not yet outstanding because

- Children's independent access to the outdoor environment is not always sufficient to allow them to further support their learning and development.
- There is scope to obtain more precise information about the children's stage of development when they start at the nursery, in order to further enhance initial assessment procedures.

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 conducted a tour of the premises during the inspection.
- The inspector observed activities in the playrooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the nominated representative of the committee and the manager of the nursery.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and discussed self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Ann Austen

Full report

Information about the setting

Daisy Chain Day Pre-School & Nursery is one of three provisions in Northampton. It was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is a committee run group and is situated in converted premises in the Moulton Park area of Northampton. The nursery serves the local area and beyond and is accessible to all children. Children have access to three designated rooms and there are two enclosed areas available for outdoor play.

The nursery employs 15 members of childcare staff across the three provisions. Of these, 2 members of staff hold appropriate early years qualifications at level 2; 13 staff hold level 3 or above, including two members of staff who hold Early Years Professional Status. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently six children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- extend children's existing access to the outdoor environment to further enhance their ability to make independent choices about when they want to play outside
- extend initial assessment procedures by; obtaining more precise information about children's starting points in their learning and development on entry.

Inspection judgements

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

Children enjoy attending the nursery and eagerly explore the resources and activities provided. They demonstrate the characteristics of effective learning, for example, they sustain their interest in specific activities and persist with challenges, such as completing more complex jigsaw puzzles and conquering how to use the scissors. This means that children are developing the skills needed to help in the next steps in their learning, including school where appropriate. Children are well supported in their learning because all nursery staff have a good understanding of how children learn. This ensures children are provided with a wide range of experiences that extend their development across the areas of learning. Staff make precise observations of children's achievements, including the progress check for children at age two. As a result, staff have a good all-round knowledge of the children which helps them ensure activities are tailored towards their

next steps and individual interests. For example, staff successfully support older children's enthusiasm for writing and drawing by providing a range of opportunities for them to make marks and attempt to write their name. This interest is further extended because staff encourage children to link sounds to the letters they are forming, by naming and sounding the letters in their name. Consequently, children's literacy development is enhanced. The development of the children's language skills is given high priority. Staff clearly repeat words, encourage children to imitate sounds, such as 'onk, onk' for a pig and introduce new vocabulary, such as, 'cup' and 'chair' 'during the context of the children's play. In addition, staff encourage children to sing rhymes, such as 'Five little tigers go roar, roar, roar' and play word and picture games to encourage them to learn key words and phrases.

Staff actively join in and support children's play. They talk meaningfully to children and ask questions which allows them to fully develop their critical thinking and extend their learning. For example, during role play activities in the shop children are encouraged to talk about the items they have purchased, to consider how much each item would cost and to scan their shopping on the electronic cash register. In addition, children are encouraged to solve problems. For example, children complete puzzles and staff encourage them to work out how many chairs are needed for them to sit around the table at lunch time. Staff support young children's early enjoyment of books; they talk to them about the pictures on the page and encourage them to feel the different textures. Children enjoy access the outdoor environment at designated times of the day. However, this restricts opportunities for children to make independent choices about when they would like to play outside. As a result, learning opportunities in the outdoor environment are not always fully maximised. Children thoroughly enjoy being physically active; moving spontaneously and with confidence in the available space. They use their feet to manoeuvre the wheeled toys and enthusiastically say 'on your marks, get set, go' before they race one another, which helps to improve children's understanding of speed. In addition, staff support younger children to use the climbing apparatus and slide appropriately. As a result, young children develop their coordination skills and smile and show delight as they descend the slide. Children are able to access a designated creative art area and have opportunities to explore different media. For example, children feel the texture of the shaving foam and fill the containers with sand. In addition, children create forests using natural resources, such as pine cones and leaves, adding small-scales toys to extend their enjoyment and fuel their imaginations. While the number of children attending the nursery is currently low; children form close relationships with one another.

Staff create a welcoming atmosphere and are very approachable. They value parents as active contributors to their child's learning and development. Information is verbally gathered at the start of the placement about the children's achievements and development. However, there is scope to develop this further to ensure even more precise information is obtained, in order to further enhance the already good settling-in and initial assessment processes. Parents have regular updates on children's progress and can talk to their child's key person daily. Staff actively support parents to continue to develop their child's learning at home. For example, children are able to borrow books to share with their parents. In addition, staff provide parents with informative literature to support which supports them to complete '3 A Day' observations at home; to read, talk and play

with their child. Staff subsequently talk to the parents about the observations of their children and discuss how this supports their ongoing development and progress.

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

All children and their families are warmly welcomed into this friendly, nurturing nursery. Staff display warmth and affection towards the children. As a result, children separate from their carer well and form secure attachments with the staff, which successfully supports their emotional development. For example, children naturally include the staff in their play and seek reassurance as required. Staff gain detailed information about children's care needs, prior to them starting, which helps to support transitions from their home into the nursery environment. For example, information is obtained about family backgrounds and any known special dietary and health requirements. This effectively promotes continuity in their care and supports their continual well-being. Staff fully understand the importance of supporting the transitions of older children as they prepare to move into other early years settings. However, since the registration of this nursery staff have not yet been required to implement this in practice. Staff discussed that they intend to invite the children's future teachers into the nursery and that they will complete transition documents, in order to provide information about the children's learning and development achievements during their time with them.

Despite the current low number of children attending staff ensure that the nursery is organised well to create a welcoming environment in which children feel safe, secure and happy. Children have access to a good range of age-appropriate resources and materials to support their development. Staff act as act as positive role model. They are deployed well and know how to deal with safeguarding issues. From a young age children gain an awareness of behaviour boundaries. They are encouraged by the staff to play cooperatively with others, to share and take turns. Staff praise the children when they have done well which promotes their confidence and self-esteem. Staff successfully support children to develop their understanding of dangers and how to feel safe. For example, prepared activities encourage children to talk about and express their feelings. In addition staff support children to carry tools, such as the scissors safely and talk to them about road safely and stranger danger.

Children's health and well-being is promoted well. They have regular access to the outdoors for fresh air and exercise and are encouraged to be active and energetic. In addition, children are provided with nutritious snacks, such as fresh fruit, cereals and milk, which supports their ongoing growth and development. Furthermore, parents are actively encouraged to provide healthy options in their child's lunch box. Snack times provide opportunities for social development and staff successfully use this time to encourage children to develop their self-care skills and take responsibility. For example, younger children learn how to hold their spoons to feed themselves and older children pour their own drink. Young children are able to rest and sleep according to their needs and are regularly checked to ensure their ongoing well-being is maintained. In addition, staff wear aprons to serve food and children develop sensible hygiene routines in order to minimise the risk of cross-infection, such as washing their hands before meals and after using the toilet.

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

Management and staff are clear of their responsibilities towards protecting children from harm and neglect. They fully understand the signs and symptoms to be aware of and the designated person knows how to make a referral to the appropriate external agency to help protect a child's welfare. The designated person for safeguarding has attended the required child protection training and all members of staff receive regular in-house training to ensure their safeguarding knowledge is secure and up to date. Recruitment procedures are secure. New staff undertake induction training, so that they know what is expected of them from the start, and all staff are checked for suitability to work with children. For example, all staff working at the premises complete Disclosure and Barring Service checks. Staff supervise the children well and undertake daily risk assessments to ensure that the premises, equipment and outside environment is safe. This ensures children can play in a safe, secure environment where risks are minimised. In addition, visitors are asked to provide full identification and are asked to sign into the visitors' book. A good range of written policies and procedures, are in place to support the safe and effective management of the provision. These also provide parents with clear details about how the staff keep children safe, such as a safeguarding children policy and behavioural management procedure. In addition, all required document is in place, for example, records of children's individual needs and their attendance.

Management demonstrates a clear vision for the nursery. Staff are appropriately qualified for their roles and demonstrate a secure knowledge and understanding of how to promote the learning and development of young children. As a result, the quality of teaching is consistency good. They strive to provide good quality childcare and use their experience and skills effectively to monitor the delivery of the educational programmes. For example, managers regularly check the children's development record folders to ensure planned activities accurately reflect their needs, abilities and interests and that all areas of learning is covered. In addition, management effectively uses tracking documents to monitor children's progress and any potential gaps in their learning where additional support may be required. Management monitors staff performance and the quality of their teaching through daily observations of their practice. They offer further support and guidance through regular supervision and appraisals, which is successfully used to identify strengths and areas that need additional support. The manager and staff work closely with the committee, keeping them informed about where improvements are needed and issues relating to the maintenance of the building. Staff meet regularly as a team to discuss issues and to share their ideas to further develop good practice. Self-evaluation and reflective practice ensures that the nursery is consistency striving to improve. As a result, targets are set for ongoing improvements, for example, staff are planning to introduce cohort tracking procedures and establish links with local children's centres. In addition, management welcomes support from local authority development workers with regards to improving practice and parents are asked invited to offer suggestions of improvement.

Staff establish positive relationships with the parents. This ensures that children's care is consistent and that their development is effectively promoted. Parents express that they

are very happy with the care and learning provided. They state that their children make progress; that the 'staff are wonderful' and 'kind and caring'. Secure procedures are in place for working with specialised professionals should a child have special educational needs and/or disabilities. This ensures appropriate interventions are made to ensure the continuing needs of all children are met. However, at the time of the inspection the setting had not yet been required to implement this in practice. Management understands their responsibility to work in partnership with other providers who deliver the Statutory framework for the Early Years Foundation Stage, for example, children who attend other pre-school provisions. They effectively share information about the children's learning and development in order to provide continuity in the children's care and learning.

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

Unique reference number	EY468004
Local authority	Northamptonshire
Inspection number	932829
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	42
Number of children on roll	6
Name of provider	Daisy Chain Pre-School Playgroup Committee
Date of previous inspection	not applicable
Telephone number	07986172066

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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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