

Daisy Chain Private Day Care

95 Langsett Road South, OUGHTIBRIDGE, Sheffield, South Yorkshire, S35 0GY

Inspection date

12/12/2013

Previous inspection date

28/10/2009

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

3

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| How well the early years provision meets the needs of the range of children who attend | 4 |
| The contribution of the early years provision to the well-being of children | 4 |
| The effectiveness of the leadership and management of the early years provision | 4 |

The quality and standards of the early years provision

This provision is inadequate

- The provider does not ensure that staff to child ratios are maintained at all times. As a result, children's needs are not being met.
- Staff deployment and the key person system are not planned well enough. Therefore, staff are not effectively meeting the needs of all the children.
- Staff do not use observations of children to inform their understanding of children's progress. As a result, they do not plan activities that promote their learning and children do not make clear progress.
- Outdoor play is not planned for and does not allow the children to experience the natural world and explore all areas of learning outside. As a result, not all children's individual learning preferences are catered for.
- There is no consistent approach that maximises opportunities to provide continuity of learning between home and nursery.

It has the following strengths

- Children are kept safe because comprehensive policies and risk assessments are implemented. All staff are clear about safeguarding procedures.
- Staff in the baby room create a welcoming and stimulating environment and use observations to plan for the children. Therefore, babies' development is supported.

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 talked to children and observed their activities indoors and in the outdoor area.
- The inspector talked to the provider, staff and key persons and undertook a joint observation with the manager.
- The inspector looked at various documents, including a sample of policies and procedures, children's records and planning and assessment documents.
- The inspector spoke to a number of parents.
- The inspector checked evidence of suitability of staff working in the nursery.

Inspector

Alison Byers

Full report

Information about the setting

Daisy Chain Private Day Care was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from refurbished and extended premises situated in the centre of the village of Oughtibridge, in Sheffield and serves families from the local and extended community. There are five playrooms on three levels of the building, including a separate annexe for the youngest children. All children share the enclosed outdoor areas.

The nursery is open every week day from 7.30am until 6.30pm, with the exception of bank holidays and the week between Christmas and New Year. The nursery employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. There are currently 45 children in the early years age range on roll who attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-olds and supports children with special educational needs and/or disabilities. Children are collected from Oughtibridge and Wharncliffe side schools for out of school care. The nursery is a member of the National Day Nurseries Association and receives support from the local authority.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

We will issue a Welfare Requirements Notice with a completion date of 4 March 2014 requiring the provider to:

ensure that adult to child ratios are met at all times so that the individual needs of all children are being met

deploy staff effectively so that children are adequately supervised and their needs are being met.

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

- ensure that the key person system is organised to allow staff to work effectively with the children and tailor their learning and care according to their individual needs
- use information obtained from observing children to understand their level of achievement, interests and learning styles. Shape learning experiences for each child reflecting those observations to help children make the best possible progress in their learning and development
- ensure that the outdoor environment is used on a daily basis so that children can experience all weather conditions
- ensure that learning in the outdoor environment is planned across all areas to enable children's differing learning preferences to be maximised.

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

- strengthen the partnership with parents so they are fully engaged with their child's assessment and to promote learning at home.

Inspection judgements

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

The educational programme offered at the nursery varies in quality across the three main rooms. Provision in the baby room is thoughtfully planned and babies have access to a selection of resources that support their physical development and stimulate their

curiosity. For example, babies investigate a collection of shiny objects and experiment making different sounds with them as they bang and scrape them together. The arrangement of the pre-school room means that most areas of learning are covered by resources, which are freely accessible to the children. For example, there are maths resources, a mark-making station, sand and water, role play and building bricks. The toddler room is less well-organised and as a result, children are not always actively engaged in meaningful activities. The staff in the baby room make observations of what the babies can do and plan next steps accordingly so children are making progress in their development. However, this approach to planning is not evident in the rest of the nursery. Staff are not making regular observations of the children and are unable to explain how they are supposed to be using the assessment records in the children's folders. As a result, it is not possible to ascertain whether children are making progress in their learning or for staff to plan suitable activities that will interest and challenge children. The outdoor area is not planned for and the selection of plastic toys and scooters provide little diversity in learning opportunities. As a result, children's differing learning preferences are not being catered for. The quality of teaching by staff also varies in quality across the nursery. Staff often miss opportunities to support children's early speech development as they fail to listen carefully and repeat back key words to the child. Interactions with older children are often based on testing their knowledge rather than using open-ended questions to extend their thinking. Staff do not support children effectively in child-initiated play, meaning children leave a chosen activity without developing their understanding. Also some adult-directed activities are focused too much on completing a prescribed craft activity, which requires little imagination from the child and provides few opportunities for the staff to extend learning. Unfortunately, staff are frequently interrupted as they answer the door or attend to daily routines.

Children are confident and happy to talk to visitors, spelling their names and giving their ages. They also listen attentively to each other as they take it in turns to sing by themselves to the group. These skills are important as they transfer into school. There are good links with the local schools as the nursery provides before and after school care for pupils. As a result, the manager has a good relationship with the teachers, which supports the children's transitions into school. Teachers visit the children in nursery and the manager reports that teachers describe children who have attended the nursery as capable and independent. However, without clear assessment systems it is not possible to say whether all children are making good progress towards the early learning goals. Although transition into the setting allows children a few settling-in sessions before they start, not all children settle quickly and as even those that have been there several months do not appear fully integrated and confident.

Parents describe staff as approachable and they are kept informed about their children through daily care sheets and verbal conversations with staff. Parents report that staff communicate with them about what their children have been doing at nursery and are interested to hear what they have been doing at home. The parents contribute comments to the progress check at age two. Opportunities to strengthen these existing relationships are missed in order to develop greater continuity in learning between home and nursery.

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

The correct ratios are not maintained to ensure children's needs are consistently met. The key person system is ineffective for children once they leave the baby room because only two members of staff are responsible for all the toddlers and pre-school children. This arrangement does not make it possible for staff and children to form secure and trusting relationships and highlights another reason why staff are not able to plan for the children. However, the key person does liaise with parents so they know about their child's day. Many children appear to be happy at nursery, but the less confident children are not being adequately supported to engage and develop. Transitions from the baby room to the main nursery are supported by visits sometimes with their current key person. The toddlers and pre-school children often integrate, which supports a smooth transition between rooms.

Children are beginning to develop some independence as most resources are freely accessible and many pre-school children are able to attend to their own personal care needs. However, opportunities are missed as children are not able to fetch and put on their own coats or serve themselves food at lunch. Staff usually give explanations for rules so children are starting to develop an understanding. However, this is inconsistent and opportunities for children to learn to manage their own risks are limited, especially outdoors, by an over cautious attitude from management. Children mostly behave well and respond to staff's instructions.

The use of the outdoor area is not maximised as access is restricted when the weather is wet. This may deny children daily outdoor experiences which will impact of their general well-being. A display on the wall about healthy eating suggests children are developing an understanding of a good diet. However, this is not reinforced by the menu for lunch, which does not always include fruit or vegetables.

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

The provider has a good understanding of the safeguarding requirements so children are kept safe. There is a comprehensive policy and safeguarding procedures are fully understood by staff. The designated safeguarding officer and deputy both have appropriate training and most staff have local authority approved basic training. There are systems in place to ensure staff are recruited safely and vetted appropriately. There are also other policies in place and risk assessments that keep children safe. Staff complete daily health and safety tick sheets before children arrive to ensure their environment is safe. However, the provider has knowingly allowed the nursery to regularly operate without enough staff present to care for the children attending. This is a breach of requirements. Documents viewed at inspection suggest that this happens several times a week at the beginning of the day. When witnessed by the inspector at inspection, the impact on the children was evident in the attention they were seeking. Even when working within the correct ratios the deployment of staff means that the more experienced member of staff is out of the room much of the time answering the door and preparing breakfast. This again has a negative impact on the quality of the care the children are receiving as several are seen not engaging in any meaningful activities.

The manager is aware that there is no effective assessment system in place and that staff are not planning according to children's needs and interests. The manager has not yet been able to resolve this issue despite staff in the baby room demonstrating good practice. The manager believes children are making good progress and that children with special educational needs are identified. However, the lack of a robust tracking system that can be monitored combined with the ineffective key person system and several less experienced staff means children's needs are not effectively met. It also means the manager does not have an overall picture of how well groups of children are accessing all areas of learning and whether they are making expected progress. Self-evaluation is in the early stages and has made some small positive changes to the nursery. However, it is not effective because staff and parents do not contribute in order to drive improvement. Staff are encouraged to complete further training and several are working towards a qualification in early years at level 3. Not all training is directly related to early years or identified needs of the staff and nursery. Supervision of the staff is satisfactory, although there is less focus on the quality of interactions between staff and children. There are currently no opportunities for staff to regularly meet to share good practice and develop new ideas. The nursery works in partnership with a number of external agencies and receives support from the local authority. The provider is directly involved in the running of the nursery and has good relationships with parents. They are an important part of the local community for working families and provide flexible care for them.

The Childcare Register

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| 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

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| Unique reference number | EY292049 |
| Local authority | Sheffield |
| Inspection number | 877785 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 57 |
| Number of children on roll | 45 |
| Name of provider | Daisy Chain Private Nursery Limited |
| Date of previous inspection | 28/10/2009 |
| Telephone number | 0114 2864642 |

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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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