

Daisies Day Care

62 Norman Road, Northfield, Birmingham, West Midlands, B31 2EP

Inspection date

19/03/2014

Previous inspection date

25/04/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- The quality of care and teaching is good. Consequently, children make good progress and they readily settle into play and routines.
- Staff skilfully plan and provide a wide variety of stimulating and interesting activities that successfully inspire children's enthusiasm for learning.
- Children are happy, self-assured and enjoy coming to the nursery. This is because staff build strong and supportive relationships with children and maintain regular and effective communication with their families.
- Staff are vigilant with regard to health and safety. Consequently, children's welfare is assured.

It is not yet outstanding because

- There is scope to further enhance the achievement of boys and the professional development of staff by finding out more about the many ways boys learn.
- There is room to further increase children's learning potential through encouraging even greater parental and wider family involvement in children's learning at home and in the nursery.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspected conducted a tour of the premises.
- The inspector spoke with the registered person and staff at appropriate times throughout the inspection.
- The inspector interacted with children throughout the inspection.
- The inspector conducted a joint observation with the manager of a group of children engaged in spontaneous play.
- The inspector observed activities throughout the nursery in both indoor and outdoor spaces.
- The inspector looked at documentation, including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed and viewed the provider's self-evaluation form.
- The inspector took into account the views of some parents gathered through discussion and from written questionnaires sent out by the nursery.

Inspector

Carol Johnson

Full report

Information about the setting

Daisies Day Care opened in 2006 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from two floors of a converted house and also an adjoining self-contained annex in Northfield, Birmingham. There is no lift access to the first floor. The nursery opens Monday to Friday for 51 weeks of the year from 7.45am until 6pm. Children have access to enclosed outdoor play areas. The nursery also provides an out of school provision for St. Laurence School. There are currently 84 children on roll in the early years age range. The nursery receives funding for the provision of free early education for three- and four-year-olds. It supports children who speak English as an additional language. There are currently 16 staff working directly with the children. Of these, 12 have an appropriate early years qualification to at least level 3. One member of staff has a degree and holds Early Years Teacher Status. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- target staff professional development arrangements more precisely on discovering innovative ways to further support the achievement of boys
- introduce more varied strategies to encourage greater parental and wider family involvement in children's learning at home and in the nursery, so that children's learning potential is maximised.

Inspection judgements

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

Children make good progress in their learning and development because the quality of teaching in the nursery is good. Staff understand how children play and learn and are very aware of children's individual needs, personalities and preferences. Staff regularly observe children during play and ask parents and any others involved in children's care to share things that they notice. Subsequently, staff use all of this information to carefully assess children's progress and effectively plan experiences. Children experience a good balance of adult-led and child-initiated play, both indoors and outside. Activity planning is precise and key persons are clear about what they hope individual and groups of children will learn. A good focus is placed on promoting children's physical skills and their hand-to-eye coordination. For example, all children benefit from a wide range of messy play experiences, and by doing so develop dexterity and strength in their small muscles. Pre-school children participate in daily exercise sessions, and through these have fun and gain control of their bodies. Babies have plenty of space to roll, crawl and move, and staff

expertly encourage their efforts through praise and positive body language.

Staff successfully provide lots of experiences that prepare children for their future learning and the move to school. For example, staff plan regular group activities and these encourage children to share and take turns in conversation. A wide selection of drawing materials and paper are easily accessible to children and contribute greatly to the development of their early writing skills. Staff describe how the majority of children attending the nursery are boys and they have taken this into consideration when planning experiences. For instance, they recognise that some boys are reluctant to write, and staff motivate them to do so by providing lots of mark-making opportunities both indoors and outside. However, staff lack an extensive knowledge of what teaching methods work best to capture the imagination and maximise the learning potential of boys. Staff recognise that research and training in this respect would help them to create the best conditions for all children to learn and develop the utmost confidence in themselves as learners, explorers, discoverers and critical thinkers.

Children clearly enjoy their time at the nursery and are confident and self-assured. There is lots of laughter and many of the children happily talk to adults about their achievements and experiences. For instance, a group of pre-school children returning from an outing to a local soft play centre talk animatedly about the people they have seen that day and the various pieces of equipment they have accessed. Children of all ages benefit from positive and effective interactions with adults and their peers that support their growing independence and confidence. Staff tune in to, rather than talk at, children. They effectively use open-ended questions that invite children to think and communicate, and patiently wait for children's responses. Staff get down to children's level when talking and skilfully use body language, visual prompts and gestures to enhance communication. This is especially effective with children who speak English as an additional language. Staff clearly understand the important role parents play in their child's learning, and staff suggest some ideas and activities parents can do at home with their children. Nonetheless, children's learning potential is not maximised. This is because there is scope to encourage even greater parental and family involvement in children's learning. For example, this could be achieved by delivering workshops and inviting more parents and family members to share their skills and experiences.

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

There is a very relaxed and happy atmosphere within the nursery. This is because staff are warm and approachable and children are settled and confident in their surroundings. Staff promptly recognise when children are tired or hungry and are close at hand to provide support, reassurance and interaction. They treat all children with care and respect, and conversations between staff members appropriately focus on the children and their roles and responsibilities. Staff effectively support new children or those moving on to other early years provision or school. They make these events positive experiences for all concerned, full of excitement and anticipation rather than uncertainty and anxiety. Each child, as they start at the nursery, is assigned a key person. This member of staff builds relationships with children and their families and encourages parents to share a wealth of important and useful information about their children. This information is then recorded

and used effectively to support children's ongoing well-being and progress. Some children attending the nursery also attend other early years settings, and staff recognise the importance of sharing information with staff at these settings. Information is shared about children's past and future experiences, and staff discuss consistent strategies to support children's well-being and progress. Consequently, children are provided with complementary learning experiences and enjoy consistency of care.

Resources are good quality and children's independence is successfully fostered because a wide selection is thoughtfully stored or placed within their easy reach. Children who attend the before and after school club have their own base room and this is homely and inviting. They readily settle into activities of their own choosing and staff ensure that necessary resources are readily available. Displays around the nursery include an abundance of useful information about community services, local events, children's experiences and how children learn and develop. Furthermore, some of the nursery's policies and procedures are displayed in the entrance. Consequently, parents and any other visitors to the nursery are well informed. Children's health is effectively promoted. The provider and her staff team have worked extremely hard since the nursery's last inspection to improve the organisation of mealtimes and promote the benefits of healthy eating. Clear advice, in relation to healthy food items, is given to those parents who provide packed lunches for their children. Food provided by the nursery is healthy and nutritious. Staff routinely encourage children to make healthy choices, and displays on the nursery walls promote healthy eating. All areas of the nursery are maintained to a high standard of cleanliness. Hygiene routines, including nappy changing procedures, are good and effectively reduce the risk of infection and cross-contamination. Children understand the need for regular hand washing; easily accessible liquid soap and paper towels support their independence in this respect. Furthermore, staff successfully support these skills through role modelling, discussion and lots of praise and encouragement.

Children act sensibly and safely because staff regularly provide them with clear safety messages. For example, staff remind children about road safety during outings, and these safety messages are reinforced and practised on a frequent basis. Children behave well. They show by their words and actions that they understand the nursery rules and staff expectations of their behaviour. For example, children know that they must use manners in nursery and that staff expect them to act sensibly. Staff manage children's behaviour calmly and consistently and provide them with positive role models to follow. Children's good behaviour is actively encouraged and promptly acknowledged by staff through praise and positive body language. Older children gain self-esteem and a sense of responsibility as they support the younger ones, and the nursery 'star of the week' acknowledges children's efforts and cooperation. The provider actively encourages children, staff and parents to take part in charity fundraising events. By doing so, a sense of community and an attitude of care and consideration for others are successfully fostered.

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

Children are effectively safeguarded. The provider demonstrates a good understanding of her responsibility to meet the requirements of the Statutory framework for the Early Years

Foundation Stage. Following safeguarding concerns in relation to a member of staff, the provider appropriately notified Ofsted and the local children's social services. A thorough internal investigation was conducted by the provider and appropriate action taken. However, following a subsequent visit from Ofsted, the provider received a notice to improve to ensure that information about staff and children is confidentially stored and only accessible and available to those who have right or professional need to see them. This inspection was carried out to check that this is now the case and all legal requirements met. The inspection found that confidentiality for staff and children is assured and all of the welfare and safeguarding requirements of the Early Years Foundation Stage are met. The subject of safeguarding is covered within the nursery induction process and is routinely discussed during meetings between staff and management. All staff are regularly reminded of the nursery's safeguarding policy and procedures and their responsibility to safeguard children. The provider is the person with designated responsibility for safeguarding and she is clear about appropriate child protection recording and reporting procedures; she provides advice and support to the rest of the staff team in this respect. Staff confidently describe some of the possible signs of abuse and neglect, and understand that they are required to report any inappropriate behaviour displayed by other members of staff. Robust recruitment and vetting procedures ensure that all staff are suitable to work with children. Also, students are closely supervised and not included in the staff numbers. Furthermore, closed circuit television cameras are installed in various areas of the nursery; these allow management to monitor security and observe what is happening in the setting. Consequently, children's welfare is effectively protected.

Reflective practice is a strength of the nursery. Managers and staff are constantly reviewing procedures, the quality of teaching and the nursery environment to set targets and make improvements. The provider recognises the individual talents and skills within the staff team. She expresses a desire to nurture and develop existing practice, for instance, through additional training and relevant research. Minimum qualification and training requirements are exceeded, and knowledge and ideas gained through training and networking with other professionals are cascaded for the benefit of all. For example, staff explain how phonics and mathematics teaching observed at a local school has led to similar techniques being used with the older children. They describe how these techniques mean children are now better prepared for future learning and the move to school. Frequent meetings between staff and members of the management team provide regular opportunities for important information to be shared. Staff welcome new ideas, and their views, along with those of children and their parents, are actively used to shape practice. For example, new equipment was purchased for the outdoor area in response to requests, expressed verbally and through drawings, from children. Some parents asked for more information about their children's experiences, and in response staff now maintain daily diaries for all children. Parents spoken to as part of the inspection explain how these diaries have greatly enhanced two-way communication and the partnership between nursery and home. Actions and recommendations raised at the nursery's last inspection have been fully addressed, and the provider's prompt and decisive action in this respect demonstrates a strong capacity for continual improvement.

Partnerships with parents and other professionals are good. Staff are well aware of the importance of close partnership working arrangements between all adults involved in

children's care and education. They recognise the value of effective information sharing to ensure consistency of care and effective support for individual children. Parents, key persons, nursery management and other professionals all work together to secure appropriate resources, support and experiences for children. All required information is obtained from parents, for example, details of children's health and dietary needs. Furthermore, staff offer parents useful advice about a variety of topics that include toilet training and behaviour management. Parents rate the nursery very highly. Their comments are very positive and include, 'I feel listened to', 'Staff really know my children' and 'I can relax at work knowing my child is safe and well looked after'.

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	EY338950
Local authority	Birmingham
Inspection number	955005
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	54
Number of children on roll	84
Name of provider	Daisies Day Care Ltd
Date of previous inspection	25/04/2013
Telephone number	0121 4758563

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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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