

Daisybank Day Nursery

Somersby House, Somersby Court, Carrwood Road, Bramhall, STOCKPORT, Cheshire, SK7 3EJ

Inspection date	25/04/2014
Previous inspection date	13/10/2008

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
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

- Leadership and management is weak. As a result, some of the safeguarding and welfare requirements are not met. This is in relation to the checking of sleeping children and procedures for ensuring people have been adequately vetted. Consequently, children's safety is compromised.
- Children are not offered educational programmes, such as expressive arts, so that all areas of learning are covered. Consequently, some opportunities are missed to support children's all round development. Also, there is no key person system in place to support children's well-being.
- The qualifications of practitioners are not available, to evidence that they are adequately trained as required and to ensure the safe supervision of children.
- Practitioners are not given supervision to enable the progress of their continuous professional development, meaning children do not benefit from updated knowledge and skills.

It has the following strengths

- Outdoor learning is well promoted and children are offered opportunities to explore and investigate on trips out and within their own outdoor areas. Consequently, children are able to have the freedom and space to move and to learn about the natural world.
- Partnerships with parents are well established. Parents speak highly of the setting and are happy with the care that their children receive.

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.

Inspection activities

- The inspector observed activities in playrooms.
- 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 the provider's improvement plan.
- The inspector took account the views of parents and carers spoken to on the day.
- The inspector observed a trip to the local park.

Inspector

Alexandra Baxter

Full report

Information about the setting

Daisybank Day Nursery was registered in 2008 and is on the Early Years Register. It operates from the fully converted residential house situated in the Bramhall area of Stockport. There are currently 62 children attending, all of whom are in the early years age group. The nursery opens Monday to Friday, from 8am to 6pm all year round, except public holidays. All children share access to secure, outdoor play areas. The nursery currently supports children with special educational needs and/or disabilities and supports children who speak English as an additional language. There are currently 16 members of staff working directly with the children, all of whom have an appropriate early years qualification at level 3 or above and two staff members have a degree. The nursery provides funded early education for three-and four-year-old children.

What the setting needs to do to improve further

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

- provide each child with a key person to ensure that their learning and care is tailored to meet their requirements
- ensure provision is made for regular checks on all sleeping children so they are kept safe at all times
- keep a record of information about staff qualifications and the identity checks and vetting processes that have been completed, including the Disclosure and Barring Service check, to ensure the suitability of people working with the children
- improve the educational programme for expressive arts and design, so that children have more opportunities to be creative and use a variety of different media
- ensure there are appropriate arrangements for the supervision of staff to provide a culture of support, coaching and training
- ensure that the individual needs, interests and stage of development of each child is considered when supporting activities being undertaken with different age groups of children.

Inspection judgements

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

Teaching and learning is insufficient as an effective educational programme for expressive arts and design is not offered to children. As a result, children have limited opportunities to use a wide range of media and to develop their creative skills. Practitioners support children while engaging in their activities and question them to enable them to think critically. Practitioners offer interesting learning opportunities to the children while on a trip to the park. Children enjoy the experience of travelling on their own minibus to the local park. They are able to learn about the value of money through buying their own snack from the local shop. Children enjoy looking at the deer's eat grass and explore and investigate underneath the bark to look for worms and bugs. Consequently, children learn about living things and the outdoor environment. Children are able to enjoy outdoor play in one of the three play areas in all weathers, as the nursery provides boots and all-weather suits. There is a climbing frame for children to develop climbing, balancing and swinging skills.

Practitioners offer praise to the children for their achievements, which enables them be self motivated and eager to learn. Practitioners speak to the children in a lively and inviting tone and interact with the children throughout their activities. In their communications with children they promote and extend their language skills. The nursery provides new children with a settling-in process where information is obtained from parents as to children's interests and abilities. This enables practitioners to have an understanding of children's starting points to support their development. However, practitioners share the responsibility to observe and assess the children's learning and development. Consequently, children are not being given individual support from one assigned practitioner. As a result, there are inconsistencies in staff's knowledge about children's learning and development. An effective process is in place to carry out the progress check between the ages of two and three years. Parents are given an individual progress report summarising their children's stages of development. Through this sharing of information, children are supported with their individual needs.

Parents are encouraged to review their child's progress by taking information home. This details where the children's development is in each area of learning, ensuring practitioners and parents have a joint approach to supporting learning.

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

Children have formed secure attachments and bonds with caring practitioners. Consequently, children are happy and settled in their environment. However, this is a false sense of security because managers are not ensuring vetting procedures are thorough, in order to keep children safe. Children enjoy playing alongside practitioners and actively ask for a cuddle when they want one. Children have their own playrooms, although they are able to visit other children's rooms to interact with younger and older children. This allows

them to learn from each other. However, some activities are not age-appropriate for the different age groups and practitioners do not adapt these to meet the needs of the children effectively.

Most care practices are followed to ensure children are happy. However, a small number of children are not adequately monitored when sleeping. This is because some are left asleep in the reception area unsupervised. As a result, children are at risk of harm. Currently the nursery are not using an effective key person system to monitor and assess children's learning and development. This means there is no one person responsible for ensuring that children's learning and care is tailored to meet their specific needs. This does not support a settled relationship with a specific practitioner for the child and their parents. Children are confident in their surroundings, this is evident as children happily approach the inspector to ask her name.

Children are offered home cooked, healthy, nutritious meals and snacks. They have access to fresh drinking water throughout the day, helping to keep them hydrated, which supports good health. Mealtimes are a sociable time for the children as they enjoy eating with each other together in the nursery kitchen. Children are encouraged to manage their own hygiene as they take themselves to the bathroom. Older children have access to a child-friendly bathroom, with specially designed cubicles and sink areas. Posters are displayed on the wall reminding children to wash their hands, all encouraging them to develop independence skills. Practitioners are aware of the need for adequate hygiene practices. For example, they wear aprons and gloves when serving meals, preventing the risk of cross-contamination. Children demonstrate that they have a secure understanding of keeping themselves safe. For example, a child informs the inspector to 'be careful on the gravel, as you might fall and hurt yourself'. Another child informs the practitioner that they need to hold their hand. This demonstrates that children are able to manage their own risks. Children are offered plenty of outdoor play opportunities and access to fresh air. The nursery plans daily trips out in their minibus. This allows children to learn about the world around them and to be physically active. Children's behaviour is sufficiently managed. Practitioners are quick to deal with conflicts or disagreements that arise, therefore, children generally behave well. Children are supported by practitioners in their transition to school through links with their new teachers as they visit them in the nursery. A progress report summarising children's developmental stages is shared with school. This enables new carers to have a full understanding of their starting points, which supports continuity of care and learning.

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

There are weaknesses in leadership and management in relation to the poor recruitment and vetting processes of new staff. The provider has failed to meet a number of the safeguarding and welfare requirements. Disclosure and Barring Service checks are carried out. However, they have not been checked to ensure practitioners are suitable to work with children. Also, practitioners who are awaiting their checks are not adequately supervised to ensure children are kept safe until their checks have been completed and

suitability assured. Pre-employment screening checks are not evident, as a result, children's safety is compromised. Although the manager states there is a highly qualified team, there is no record of practitioner's qualifications to demonstrate practitioners are adequately trained to look after children. The nursery has a safeguarding children policy and procedure and practitioners are aware of what to do in the event of a concern. Consequently, practitioners are able to help protect children. Risk assessments are carried out, although, the risk in relation to the monitoring of children sleeping in the reception area has not been considered. There are regular fire evacuation drill practices to ensure children understand procedures to follow in the event of hearing the fire alarm. The nursery ensures that children remain secure as external entrances have a video phone intercom and coded security pads.

The manager of the nursery leads by example through working with the children, to demonstrate her expectations of childcare practices. However, there are no formal processes for appraisals or supervision of practitioners. As a result, there are missed opportunities to develop their continuous professional development in order to ensure a culture of support, coaching and training. A number of practitioners are encouraged to further their skills as they work towards childcare degrees, although this has yet to have the most positive impact on children.

Managers have completed a self-evaluation document detailing future plans for the nursery. However, it has not been effective in identifying the weaknesses that have been raised as part of this inspection. Practitioners verbally liaise with parents about their child's progress and development at the end of each day. Notice boards display information to the parents of activities that children have been doing at nursery, keeping them up to date with what children have been learning about. This allows them to support this learning further at home. The nursery also has partnerships with external agencies, such as physiotherapists and health visitors, to offer children further support in their learning and development.

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	EY363031
Local authority	Stockport
Inspection number	857682
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	43
Number of children on roll	62
Name of provider	Daisybank Day Nursery Ltd
Date of previous inspection	13/10/2008
Telephone number	0161 4394726

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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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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