

# Daisy Chain Private Day Care

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

<b>Inspection date</b>	10/06/2014
Previous inspection date	12/12/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
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## The quality and standards of the early years provision

### This provision requires improvement

- Ongoing assessments provide parents with an up-to-date account of children's progress. This means parents understand what progress children have made in their development, and as a result, they can continue their children's learning at home.
- Robust security measures are adhered to at all times. This means children are kept safe and protected.
- Children are emotionally well prepared for the next stage in their learning because practitioners provide them with good support to prepare them for transitions, both into the setting and when they move on to school.

### It is not yet good because

- Not all practitioners understand how to use information obtained from observations, and from parents, to identify next steps in their children's learning. This means educational programmes for the youngest children do not take into account their skills or interests. As a result, activities are not purposeful and do not offer children challenges that promote their best progress.
- Although there is a strong drive for improvement, which has improved the nursery, the planning of educational programmes, and how they are delivered, is not yet monitored effectively to ensure all children are benefiting from high quality teaching.
- Parents are not always asked about their preferred method of communication. This means not all parents access the wealth of information available to them.

## **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 the main playrooms and the outside learning environment.
- The inspector conducted a joint observation with the deputy manager.
- The inspector held meetings with the manager of the provision, the early years providers, and the local authority adviser.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents spoken to on the day and from information included in the setting's own parent survey.

## **Inspector**

Nicola Dickinson

## 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 is managed by Daisy Chain Private Nursery Limited. The nursery serves the local area and is accessible to all children. It operates from five rooms and there is an enclosed area available for outdoor play. The nursery employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and above. The nursery opens Monday to Friday for 51 weeks of the year, excluding Bank Holidays. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 63 children on roll who are in the early years age group. The nursery provides funded early education three- and four-year-olds. It supports children with special educational needs and/or disabilities.

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

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

- help practitioners to develop their understanding of how information from observations and from parents about their children's learning is used to identify children's next steps in learning and to inform planning
- ensure planning for all children is purposeful, taking into account their individual learning needs, and their interests, to provide challenging and interesting experiences that help them to make strong progress in their learning.

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

- improve systems for evaluating planning, and monitoring the delivery of educational programmes, to ensure all children benefit from activities that are purposeful and challenging, and are delivered by knowledgeable and skilled practitioners
- enhance already strong partnerships with parents by finding out their preferred method of communication, so that all parents can access the wealth of information on offer to them through their chosen channel, such as via emails.

## Inspection judgements

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

All practitioners assess children's learning and they have a suitable knowledge of where key children are in their development. During settling-in visits, practitioners obtain information about children's starting points, and their interests, from their parents. They keep parents informed about their children's progress by sharing observations and termly assessments with them. This means parents have a good understanding of how their children are meeting the expected milestones for their age. As a result, they can promote continuity in their children's learning at home. Daily diaries share information about activities the youngest children have enjoyed. Parents can add comments and share children's achievements, such as when children take their first steps. Information about children's progress is also kept up to date through daily discussions with parents. This means there is a two-way flow of information to ensure practitioners have a suitable knowledge of each child's learning needs. Practitioners complete progress checks for children between the ages of two and three years, and these are shared with parents. This makes sure any areas of learning where children are not meeting their expected targets are identified. As a result, the nursery can seek early intervention from other professionals to ensure additional learning needs are effectively addressed.

Planning for pre-school children focuses on the skills they will need when they move on to the next stage in their learning, such as the local nursery school. For example, they begin to recognise numbers and they are developing early literacy skills by writing the letters in their name. They also enjoy small group activities where they take turns in speaking and are encouraged to listen to each other. For example, they discuss the activities they have enjoyed with their families over the weekend. Children are learning about wildlife by exploring the life cycle of frogs. They also look at processes of growth and decay by monitoring the progress of the worms that are housed in the new 'wormery'. Practitioners in the pre-school room extend children's learning into the natural environment during play in the outdoor area, where they hunt for bugs amongst the flowers and underneath wooden chippings. As a result, children in the pre-school room enjoy well-planned, purposeful activities. This helps them to make good progress in their learning, and they are well prepared for the learning they will experience in school. Informative assessments of their progress ensure information shared about their learning is accurate. This means children enjoy some continuity when the time comes for them to move on to other settings.

Learning for younger children in the baby and toddler groups is not planned effectively. Not all practitioners understand how to use information about children's learning to identify next steps and inform planning. In addition to this, next steps in learning are often taken from guidance documents, rather than focusing on the individual learning needs of children. For example, practitioners working with babies have identified exploring open-ended resources as a next step, but they are not sure what it means, so it has not been used to inform planning. As a result, educational programmes for this group of children are not focused to take into account the skills they have already acquired, and do not promote best progress in their learning. For children in the toddler group, planning often focuses on topics, rather than considering children's individual learning needs or their interests. For example, practitioners have chosen the football World Cup as a topic. They plan that children will identify colours by making flags, but they have not considered how the topic can effectively promote other aspects of children's learning. As a result, educational programmes do not take into account children's skills and interests, and this

means they have little impact on promoting other aspects of children's learning. Nevertheless, learning records show that most children are meeting the expected milestones for their age, and they are making steady progress towards the early learning goals.

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

Practitioners have a thorough understanding of how strong relationships promote children's emotional well-being. As a result, they give them high levels of support during periods of change. A suitable key-person system and settling-in sessions with their parents help children to develop robust, secure attachments early in their care. Parents value the contribution the nursery makes to their lives. They comment that staff know the children well, and that children are well cared for, are kept safe and are happy. Children demonstrate they are confident and self-assured. They explore resources independently and are happy to share their learning experiences with visitors. Well-organised daily routines in the pre-school room reflect the routines children will experience in school. This means they are well prepared emotionally for the next stage in their learning. For example, they find a named basket to put their personal possessions in and they help to set tables for lunch. Teachers from the local schools come into the nursery to meet children who are moving on. This means children are welcomed by a familiar adult when they enter the school setting.

Information about children's well-being is shared with parents each day. This ensures children enjoy continuity in their care. Children's safety is given utmost priority without restricting their independent investigations, because practitioners are vigilant at all times, ensuring children are supervised well and kept safe. They are encouraged to risk assess for themselves by identifying hazards during outdoor play and using small tools, such as scissors, safely. As a result, they are developing a thorough understanding of how to keep themselves safe. Practitioners are good role models. They encourage children to be polite, share and play cooperatively. As a result, children are developing secure peer relationships. Practitioners use clear explanations to promote children's understanding of right and wrong. This means they are fully supported in understanding the effect their actions have on others. As a result, children are learning to tolerate each other's differences, and behaviour in the nursery is good. Parents comment that practitioners teach children 'important life skills'. This ensures they are well prepared for the next stage in their learning, which is usually school.

Children enjoy the benefits of outdoor play and learning in all weathers, which demonstrates an improvement in practice since the last inspection. The newly improved outdoor area provides them with a wide range of opportunities for developing their skills and enjoying outdoor teaching. There is lots of space for them to run and jump as they chase bubbles and try to catch them. They use tyres for balancing, and as targets to throw balls into. When babies access the outdoor area they have lots of space to crawl and explore. This means all children develop physical skills, while learning how exercise supports their overall health and well-being. Children enjoy a wide variety of healthy, nutritious snacks and home-cooked meals. Practitioners sit with children during mealtimes, and discussions help them to understand how making healthy choices promotes their

overall health. They serve themselves from dishes placed on the table, and this helps to prepare them for routines they will experience in school. They learn personal hygiene through robust routines. As a result, they can attend to their own personal care when they move on to school.

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

The provider has made improvements to address the welfare requirement notice issued following the last inspection and have undergone a monitoring visit to assess ongoing progress. As a result of these improvements in the nursery, adult-to-child ratios are met at all times and staff are more appropriately deployed to make sure children are supervised well, and their individual care needs are met. Safeguarding procedures are robust and security measures are strictly adhered to. For example, mobile phones and cameras are not permitted in the nursery. Recruitment procedures ensure all practitioners are suitable to work with children. Practitioners demonstrate an appropriate understanding of the signs and symptoms of abuse, which means they can keep children safe. There are clear procedures for reporting any concerns about children or the operation of the nursery. This ensures children are protected. Records of accidents to children are kept, and permission to administer medicines is obtained from parents. This contributes to maintaining children's health and well-being. Attendance registers, including the times when children arrive and leave, are completed.

The provider has a suitable understanding of the learning and development requirements. She is working closely with the local authority adviser to help practitioners improve educational programmes. A focus on developing observations, assessments and planning means that pre-school children enjoy educational programmes that are purposeful and challenging. As a result, their good progress towards the early learning goals is supported. Partnerships with local schools are established. This means information that supports their continuing development is shared. The provider works with her deputy manager to evaluate the effectiveness of planned educational programmes. However, this is not yet robust enough to ensure weaknesses in planning are accurately identified. As a result, not all children's learning experiences offer them good levels of challenge, or promote their best progress. In addition to this, the provider does not always effectively monitor the delivery of activities. This means weaknesses in teaching practice are sometimes missed. For example, during the inspection a number of children were observed happily playing with their dummies in, and this sometimes hinders their attempts at communication through spoken language. Nevertheless, children demonstrate good communication skills. Development and assessment records show they are making steady progress from their starting points, across the prime areas of learning.

The provider gives parents an information pack that includes copies of policies and procedures. This means they are knowledgeable about the service the nursery provides. Parents spoken to on the day of the inspection comment that practitioners are very professional, and overall, they are happy with the flexible service that takes into account their family's needs. The provider does not ask parents about their preferred method of communication. This means that parents who have busy lives sometimes do not access

the wealth of information on offer to them. Nevertheless, they are generally kept up to date with changes through newsletters, and discussions each day. The provider seeks feedback from parents and children through daily discussions. She takes their views into account when planning changes. For example, they have been asked to share their ideas about the outdoor area, and have been involved in planning its renovation. She visits other providers to share good practice, and support from the local authority adviser is helping her to improve her practice. Action plans target weaknesses that have been identified during previous inspections, and this means focused action plans are helping the nursery to improve to benefit the children who attend.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	EY292049
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	963206
<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>	53
<b>Number of children on roll</b>	63
<b>Name of provider</b>	Daisy Chain Private Nursery Limited
<b>Date of previous inspection</b>	12/12/2013
<b>Telephone number</b>	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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