

Daisychain Childcare

H M S Raleigh, TORPOINT, Cornwall, PL11 2PD

Inspection date

07/07/2014

Previous inspection date

02/02/2011

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

- Children enjoy their time at the nursery. They develop positive attitudes to learning and make good progress in their development because staff plan activities that extend their understanding and use good teaching techniques.
- Staff and children have close, supportive relationships that encourage children to develop into confident young people.
- Children are very sociable, develop close friendships, behave well and are confident communicators. Children confidently use numbers in their play.
- Parents are involved in children's learning and are well informed of their children's progress.
- The owner and management are committed to improving the quality of the setting to support children's learning.

It is not yet outstanding because

- Children do not always have the opportunity to compare and describe shapes in their play, to enhance their understanding of mathematical concepts.
- At times, music is too loud for children to be able to fully participate in activities as they cannot always be heard by staff.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children and interactions in all rooms and both gardens.
- The inspector spoke to staff, the owner and manager throughout the inspection.
- The inspector sampled documentation including policies, incident logs, risk assessments, menus and children's learning documentation.
- The inspector took account of the views of parents and carers through their written feedback and through talking to them during the inspection.
- The inspector conducted a join observation with the manager.

Inspector

Katherine Lamb

Full report

Information about the setting

Daisychain registered in 2010 under new management and is privately owned. It operates from premises within the naval base at Torpoint, Cornwall. The nursery consists of a pre-school room, baby and toddler rooms, a sensory room, sleep room and has toilet and kitchen facilities. There are three enclosed outdoor play areas. It is open each weekday from 7am to 6pm all year round with the exception of Christmas and New and the occasional bank holiday. The nursery is registered on the Early Years Register and compulsory part of the Childcare Register. There are currently 37 children aged from birth to under five years on roll. There are nine members of staff employed to work with the children. Of these, seven hold early year's qualifications Level 3 or above. The nursery also employs a cook. It is in receipt of the government funding for early education for three- and four-year-olds.

What the setting needs to do to improve further

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

- review the volume of music that is used to support children's learning, so that their contributions can be heard and acknowledged by staff.

Inspection judgements

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

The nursery provision meets the needs of all children positively. Children understand the nursery routine. Staff have close, warm relationships with children and they know the children well. There are good teaching techniques used by staff. This has a positive impact on children's learning and development. Therefore, children make good progress from their starting points on entry to the nursery. Staff actively help children to gain the skills they need for the next stage of their development and school.

Staff sit with children and talk to them about what they are doing. They use effective questioning techniques with children to extend their learning further and promote their thinking skills. Consequently, children are very confident communicators. They constantly talk to their friends and engage in regular conversations with adults. Staff encourage babies to make sounds and use simple words for them to copy. They offer praise and encouragement when they try, and this promotes their communication development. Staff promote children's communication and literacy further by using activities to encourage children to recognise and make letter sounds. However, at times the songs that accompany the activities are played too loud meaning that staff cannot always hear children's contributions to the activities.

Children show a real love of books. Staff read stories to children, using a range of voices to capture their imagination, asking them questions to extend their thinking and learning. Therefore, children enjoy stories and listen intently. Staff encourage older children to count, during daily routines and they do so competently. For example, they count their friends as they come in from the garden and complete simple programs on the computer. Children show perseverance as they persist at their chosen activity, for example, drawing pictures on chalkboards or making their own obstacle courses in the garden. Children line up hoops and explain to their friends how to complete the course and jump through them. They also sort toys by colour. Staff are quick to extend this by encouraging them to count and talk about the different colours during both activities. However, they miss the opportunity to extend the activity further by talking to them about the different shapes that they see.

The nursery is well resourced with designated areas to support different areas of learning and development. Staff plan activities to cover all areas of learning and meet children's individual needs to support their development. Staff encourage parents to share useful information about their child when they start at the nursery and throughout their time there. They have ready access to records detailing children's development, or 'learning journeys', which they can view at any time to keep up to date on their children's progress. Ongoing assessment of children's progress helps the manager and staff to identify any gaps in achievement. Regular discussions with children's key persons provide good opportunities for parents to take an active role in their child's learning and they are able to share ideas for targets for their child. Children's progress records show their achievements through photographs, observations, and development trackers. Appropriate arrangements are in place to complete progress checks for children aged two years.

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

Relationships between children and staff are very positive. The staff team work hard to ensure all children settle quickly into the setting. Staff get to know children well as individuals. They seek information from parents when children start at the nursery, which enables them to meet individual needs well. Staff respect babies' routines with regard to sleep and eating, which contributes to the smooth move between home and the nursery. Children develop warm and trusting relationships with staff and one another. They are confident in making their needs known, because they are sure of a friendly and caring response. Staff display a wealth of photographs of the children and people who are familiar to them, which helps children develop a strong sense of belonging. Staff clearly prioritise the well-being of children, praising them for their achievements and good behaviour. Parents say they feel staff are very attentive to their children's needs.

Children are confident learners and either ask for support when needed or play happily independently. Children show they feel safe and secure through their behaviour and they are well behaved. They understand what staff expect of them through familiar routines and clear explanations. For example, staff give children time to finish activities to their satisfaction before changing activities or moving to a different area of the premises. Staff respond well to the needs of individual children. Staff interactions with children are

supportive and encourage communication and discussion throughout all age groups, including babies. Children's emotional development benefits from these secure attachments. Staff get down to children's level to play with them. Children learn about their own safety, because staff remind them about moving and using equipment sensibly. For example, staff ask children to walk inside and not run. Staff also involve older children in head counts when coming in from the garden to make sure they have all their friends. Staff carry out frequent fire drills, which helps children understand what to expect in an emergency situation.

Children confidently move around the nursery, making their own choices from a good range of resources. Staff store play equipment at low level with written labels and pictures. This means that children can select for themselves and extend their own play and learning. The continual sharing of information between home and the nursery means that staff meet children's individual welfare needs well. Children are learning about healthy lifestyles. Staff use mealtimes to promote and discuss healthy eating with the children. Children eat healthy home-cooked meals provided by the nursery. Staff make sure children receive appropriate portion sizes. Meal times are a social occasion and most children are developing good table manners. Staff know children's dietary and health needs, including any allergies. This enables staff to make sure they effectively promote children's welfare through safe and nutritious foods. Children have good opportunities to enjoy fresh air and exercise several times during the day when they play in the garden. They enjoy investigating and transferring water and sand. They manoeuvre wheeled vehicles and make up their own games using the equipment available.

Children have a good level of achievements and self-confidence and are prepared well for future moves to school. In addition, there are growing links in place with local primary schools. For example, staff invite reception teachers into the nursery to meet the children, to help them feel more secure about the next stage of their learning.

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

The owner and management have a good understanding of their responsibility in meeting all the requirements of the Early Years Foundation Stage Framework. This inspection took place because the setting notified Ofsted of an incident in where a child was left in the garden very briefly when the staff and children went inside. The child was brought to the nursery door by a parent arriving to collect her child. Staff did not follow their usual procedures in this instance. The provider took swift and effective action. They have reviewed and strengthened their policies to stop this happening again. For example, staff use the attendance records to conduct head counts in the garden and staff now check the garden thoroughly when they come inside. Staff have also revisited policies and are having additional training on supervision. Staff now implement effective policies and procedures to support their work, supervise children correctly and communicate what they are doing. All staff know the policy to follow when coming in from the garden.

There are clear systems for monitoring staff effectiveness. Regular supervision and

appraisals help identify any training needs. Staff clearly understand safeguarding procedures and know how to identify and report concerns and incidents they may have. The recruitment and vetting procedures at the nursery are good and this helps to ensure the staff are suitable to work with children. There is a thorough induction process for new staff to make certain they understand their role and responsibilities towards the children in their care. Staff are aware of the procedures for dealing with child protection concerns to help keep a child safe. Staff implement a broad range of policies and procedures and maintain required documentation and records appropriately to help ensure children's needs are well met. All staff take responsibility and use risk assessments to help maintain children's health and safety in each room, as well as outside. Management reviews and updates policies regularly, and ensures that safety procedures are regularly monitored. For example, staff complete head counts on entering and leaving the garden. Management and staff complete detailed risk assessments and daily checks so that they provide a safe environment for children to play. Effective staff deployment and good communication means that children are now well supervised, in order to keep them safe and support their learning.

Leadership and management are good. An appropriate self-evaluation of the nursery is in place, in order to identify priorities for development and to improve the quality of care and learning for children. The owner and management are extremely committed to working together to improve the nursery and have well-targeted plans in place. They have a very clear vision about where they want to take the nursery and improvements that need to happen. The provider has met all recommendations from the last inspection, which has improved aspects of children's learning and enjoyment.

Partnerships with external agencies and other providers are good and this means that children benefit from a coordinated approach to their care and development and, as a result, make good progress. Partnerships with parents are strong. Parents are grateful for what the staff do and find everyone friendly, approachable, and professional. Parents are well informed about their child's time at the nursery through newsletters and informal chats as well as written daily diaries. The setting makes contact with other providers that the children attend, to provide continuity in their learning and development.

The Childcare Register

The requirements for the compulsory 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	EY415486
Local authority	Cornwall
Inspection number	980429
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	43
Number of children on roll	37
Name of provider	Sally Marie Grey
Date of previous inspection	02/02/2011
Telephone number	01752 816300

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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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