

# Daisy Chain Day Nursery

The Annexe, Norton Community Centre, Kempton Way, Norton, Stourbridge, West Midlands, DY8 3AZ

## Inspection date

23/07/2014

Previous inspection date

27/11/2013

## The quality and standards of the early years provision

**This inspection:**

1

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- Staff use excellent teaching methods to significantly promote children's learning. They make precise assessments of children's achievements to plan for their further learning. Therefore, children make consistently good and even rapid progress in their development.
- Children flourish in the nursery due to the highly nurturing environment created by key persons who interact very warmly with them at all times. Children demonstrate by their extremely good behaviour that they feel safe and they are highly disciplined in their play with others.
- The vast wealth of resources and the extremely inviting environment are some of the key strengths of the nursery. Children's sense of emotional well-being is substantially promoted and this leads to an exceedingly high level of confidence and self-assurance in their interaction with others.
- Robust safeguarding procedures are in place and staff have a very good understanding of their responsibilities to protect children. They refresh their knowledge and understanding regularly to enhance their skills to work with children.
- The managers and staff have very successful relationships with parents and other agencies. Therefore, children receive the support they need to make considerable progress in their development. Parents receive a wide range of information to actively contribute to continuity in children's care and learning.

## 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 checked evidence of the suitability and qualifications of staff working with children.
- The inspector spoke with the deputy manager, staff and the children.
- The inspector observed activities indoors and outside, and carried out a joint observation of an activity with the deputy manager.
- The inspector sampled documentation, including children's and staff's files, learning journals, policies and training records.
- The inspector took account of the views of parents spoken with on the day and from information in the nursery's own parent survey.

## Inspector

Adelaide Griffith

## Full report

### Information about the setting

Daisy Chain Day Nursery opened in 1994 and is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It is privately owned and managed, and operates from an annexe of Norton Community Centre in Stourbridge, West Midlands. The nursery serves the immediate locality and also the surrounding areas. It opens five days a week from 7.30am until 6pm all year round except for bank holidays and one week at Christmas. Children attend for a variety of sessions. Children are cared for in five rooms and have access to two enclosed outdoor play areas. There are currently 156 children on roll in the early years age group. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and children for whom English is an additional language. The nursery adopts the Reggio Emilia approach and the Forest Schools ethos in their work with the children. There are currently 32 staff working directly with the children. Of these, two members of staff have qualifications at level 6 and 15 have qualifications at level 3. Five members of staff have qualifications at level 2 and nine are unqualified. Some senior staff also hold qualifications in Forest School leadership. 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:

- sharpen the focus on helping children aged two years to learn more about the reasons for eating healthily.

### Inspection judgements

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

Staff have an exceptional understanding of how to support children's learning through inspirational teaching. Staff follow children's interests and plan a rich and imaginative range of activities around these. Therefore, children's development is very effectively supported and they make consistently good progress from their starting points. Staff have very high expectations of what children can achieve and they deliver activities to consistently raise standards across the nursery. Staff often use natural resources to support children's learning. For instance, staff in the toddler room recreate a story by using outdoor play with mud, grass and hay. They subsequently extend children's learning by innovatively using jelly, cereal and strips of cucumber to represent the resources used outside. As a result, children's sensory learning is extremely well promoted as they touch, feel, see and taste a wide variety of materials. Accordingly, their learning is meaningful and rewarding. The staff maintain an extremely sharp focus on helping children acquire a wide range of skills and consequently, they are exceptionally well prepared for their move

to school. For example, staff support children to learn sounds and to recognise letters during phonics activities. Staff very skilfully promote children's early numeracy skills to ensure that they learn to recognise numbers in different situations. For example, staff very skilfully combine number recognition with an ambitious experiment to challenge children's problem solving skills. They encourage children to walk around the large outside space to find specific number targets in the environment and then to throw water-filled balloons at them. Children demonstrate high levels of collaboration as they support peers by working together to burst balloons. Following the activity, staff challenge children to think about the reasons why they did not always succeed in throwing the balloons at the target numbers. They treat children with great respect by giving them a voice and acknowledging that the solutions children provide can be used subsequently. Children have opportunities to practise sky-writing as they imaginatively pretend to trace numbers in the air. Staff support children very well to learn holistically because they use exceptional methods to successfully integrate all areas of learning.

Staff in the baby room promote the prime areas of learning exceedingly well. The constant interaction and talking ensure that children feel secure when they receive cuddles and close attention. Therefore, they are responsive when staff demonstrate how to bang on pots with wooden spoons and the babies copy these actions. Staff introduce a range of sounds with shakers and musical instruments so that babies have a stimulating learning experience. Staff repeat words when they bang on resources and alternate between soft and loud noise levels and this skilfully promotes the listening and attention of babies. They allow time for babies to explore resources and they promote significant understanding in different ways. For instance, staff crouch at children's level so that they can make eye-contact when they play and talk with babies. Therefore, they create an enabling environment in which babies are very effectively motivated to learn. In turn, babies flourish and make very good progress in their development.

Staff complete initial assessments of children's learning with parents when children first start in the nursery. The 'all about me' form provides detailed information about children's interests and staff consistently observe children when they play. They systematically use the information to make precise and sharply-focused assessments of children's development. These assessments include the progress check for children between the ages of two and three years. Staff invite parents to write their comments in learning journals and they jointly agree how to move children on to the next steps in learning. This is an exemplary method of working because staff share with parents how they can work together to best support children's learning. For instance, staff and parents work collaboratively with external agencies and effectively follow their guidance for children with special educational needs. As a result, these children maintain high levels of achievement according to their abilities. The dynamic approach to teaching and learning works well for all children. For example, staff do not only obtain key words in first languages from parents to support children who speak English as an additional language, they also include some words of the wide range of first languages during activities, such as counting. Consequently, all children's background are effectively celebrated and they learn to respect differences. Children learn in a highly creative environment which is rich in print, vibrant in colour and exceptionally stimulating due to imaginative, tactile displays.

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

Children's well-being is comprehensively promoted. Staff greet all children warmly on their arrival at the nursery and this helps them to settle quickly. Children demonstrate through their behaviour that they have formed very strong bonds with key persons. For instance, babies extend their arms to be picked up when staff talk to them and they smile and babble happily during play. Staff forge very strong relationships during the gradual settling-in period when they spend time with children. Staff discuss children's care routines with parents and then follow the established patterns so that there is a smooth changeover from home to the nursery. The movement between rooms within the nursery is managed equally well. All children are significantly supported when they spend introductory periods in new rooms. This means that they can form new relationships with staff and peers before a permanent move. Staff work fully with parents to prepare children for their move to school. They frequently discuss how they can best promote children's independence so that they feel confident to attend to their personal hygiene needs. They consistently use similar methods to those practised in the home so that children develop good self-help skills. Staff take children to visit the schools they might attend and they also invite teachers to meet children in the nursery. Therefore, children gain an excellent understanding of what to expect when they start school and are thoroughly prepared for their move to new settings.

Children are extremely motivated and self-assured as they play in the nursery. They confidently join in with activities and are highly disciplined in their play. Children form friendships with others and they enthusiastically run to greet them when they arrive. Owing to the highly supportive environment, children make strides in their development. For instance, they rapidly develop good skills to share, take turns and to talk with their peers. During outside play, staff talk to pre-school children about the importance of drinking water which is within reach at all times. Lunchtime is a social occasion when staff sit at tables and talk with children while they eat. Staff encourage children to name their favourite food and what they enjoy eating at home. However, they do not always help children aged two years to learn about the reasons for eating the healthy meals that are served.

Children are developing a significant understanding of how to manage risks and challenges relative to their ages. Staff are always present to supervise children as they try out skills on the vast range of outside play equipment. Designated play spaces are available for pre-school and for younger children so that they can play freely with others in their age group. Children can extend their skills on a vast range of equipment and they learn to keep themselves safe by using the equipment correctly. For example, a balancing track is specifically built to help children develop skills in negotiating space and balancing on bikes. The wealth of exciting resources indoors and outside, and the extremely inviting environment contribute fully to children's sense of emotional well-being in the nursery.

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

The provider has an excellent understanding of their role and responsibility to meet the requirements of the Early Years Foundation Stage. There is a member of staff who takes responsibility for child protection issues and staff have completed safeguarding training. Therefore, they are very well informed about their responsibilities to keep children safe at all times. This includes the rigorous supervision of children during all activities and ratios are maintained above the requirements to ensure children receive effective support. Robust recruitment and induction procedures ensure staff are suitable to work with children. The provider regularly reviews the ongoing suitability of the staff, who sign annual disclaimers to confirm their suitability. Comprehensive risk assessments are in place, such as, those that staff follow to ensure they fully protect children when they touch or stroke animals on the premises. All records required for the smooth running of the nursery and to meet the children's individual needs are available. The combined impact of all these procedures means that children are significantly safeguarded within the nursery.

There is an established programme of professional development and all staff regularly attend mandatory courses to maintain their skills. For instance, staff who serve meals have completed food hygiene training and they adhere to rigorous procedures when they serve food. Managers lead frequent discussions about safeguarding matters and they review staff's understanding of a wide range of procedures during supervision sessions. Therefore, staff receive substantial support to fill their roles for working with the children. One member of staff is a qualified balance instructor and took the lead to construct the balancing track. The managers take responsibility for monitoring the planning and assessments of children's achievements to ensure they receive very good support. As part of their professional responsibility, room leaders play an active part in observing and reviewing staff's practice. They give constructive feedback to staff who receive clear guidance to enhance their skills and this is reflected in the very good quality of teaching.

Staff, parents and children consistently contribute to the wide-ranging self-evaluation of the nursery. The management team are proactive and lead the drive to sustain the highest level of improvement. They consistently ensure that parents are actively involved in the evaluation of the nursery. For example, parents' views are shared through daily discussions and regular questionnaires. Staff talk with children about activities they enjoy and all staff contribute ideas for improvement at team meetings. Highly effective changes have been made since the last inspection. In particular, the premises are maintained in a clean condition throughout and new covers on mattresses can be wiped to ensure children are well protected against the spread of infection. The lunch time arrangements for pre-school children are now better managed and this means children are served at a quicker pace. The highly positive review of the nursery by other agencies has also helped the management to take a closer look at their provision. This ensures they maintain consistently high standards of learning and care for all children.

The extremely-effective partnerships with parents are based on mutual trust and respect. Parents receive comprehensive information about the nursery, including activities delivered under the Early Years Foundation Stage. The management team are highly committed to building the relationships with parents. For instance, when children first start in the nursery parents are offered the option of a home visit during the settling-in period. A new parents' evening is held regularly to ensure there is clear understanding of parents'

perception of the service they receive. Written feedback includes comments about the caring attitude of staff and the progress children make in their development. In particular, parents are very pleased with the increase in children's social, language and independence skills. Parents say that very good communication methods are used by managers and staff to keep them fully informed about children's learning and care. They are extremely satisfied with the provision of resources and the welcoming environment. Partnership working with other agencies, such as health professionals is very effective and staff follow their guidance to superbly support children's care and learning needs. Currently, some children attending the nursery also attend other early years settings. The management team regularly share information about children's care and learning and ensure all children receive individual support to promote their development. The managers and staff provide an unreservedly welcoming environment in which children are happy and flourish.

### **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>	253797
<b>Local authority</b>	Dudley
<b>Inspection number</b>	962749
<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>	81
<b>Number of children on roll</b>	156
<b>Name of provider</b>	Ketrina Hill
<b>Date of previous inspection</b>	27/11/2013
<b>Telephone number</b>	01384 444031

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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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