

Butter Daisy Nursery

5 Stocks Barns, Minchens Lane, Bramley, TADLEY, Hampshire, RG26 5BH

Inspection date

Previous inspection date

09/07/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Staff effectively use observation, assessment and planning of activities to ensure there is a consistent approach to teaching and learning. This enables staff to identify the most important areas for improvement in relation to individual children's learning and progress.
- The provider places considerable importance on choosing and developing a highly qualified and capable team of staff, who know how to provide interesting and challenging learning opportunities for all children.
- Staff work effectively with external agencies, helping to ensure that children who need additional support or care receive it promptly.
- Partnership working with parents is strong and this cohesive approach promotes children's learning and development, and well-being.

It is not yet good because

- Staff do not always ensure that sleeping children are adequately safeguarded as they are not always in sight or hearing of them.
- The key-person system is not entirely effective in tailoring care to meet the individual needs of children.
- Staff are not always effectively deployed to ensure children's individual needs are met.

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 a wide range of activities across all areas of the setting, and talked with staff and children about what they were doing.
- The inspector reviewed documents and procedures relating to safeguarding, staffing, supervision, risk assessment, equal opportunities, and health and safety, and checked a selection of other policies.
- The inspector sampled a range of children's records, the setting's systems for planning, evaluation, and exchanging information with parents and external professionals.
- The inspector took account of the views of parents spoken to on the day and reviewed written communication from parents.
- The inspector met with the leadership team and conducted a joint observation with the manager.

Inspector

Helen Robinshaw

Full report

Information about the setting

Butter Daisy Nursery registered in 2014. It is privately owned and operates from the Stocks Barns, a renovated Victorian dairy barn in Bramley, in Hampshire. The nursery is surrounded by farmland and serves the local community. There are three main areas of the nursery designed to meet the needs of different age groups. All children share access to a secure outdoor play area. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. The nursery also offers a breakfast club from 7.30am to 8am. Children attend for either full days or for a variety of sessions. The nursery receives funding for the provision of free early education for children aged two, three and four. Staff support children with special educational needs and/or disabilities, and children who are learning English as an additional language. There are 46 children on roll, all of whom are in the early years age range.

The owner, who is also the business manager, employs seven members of staff, six of whom hold appropriate early years qualifications at level 3 or above. The early years coordinator holds Early Years Professional Status.

What the setting needs to do to improve further

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

- review and strengthen the provision and monitoring arrangements to safeguard sleeping children
- ensure that staff deployment, throughout the day, meets the individual needs of all children
- review the key-person system to ensure that staff tailor care to meet the needs of all children, particularly during daily routines, such as, sleep periods and outdoor play.

Inspection judgements

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

The education programmes and the quality of teaching are generally good across the setting. Staff provide interesting and challenging experiences that meet the learning and

development needs of all the children who attend. For example, staff encourage babies to use their different senses to explore the world around them. Babies show curiosity and develop hand control as they shake, rattle and ping on different instruments. They thoroughly enjoy using their hands to splash in water, squeeze sponges, and have fun with new friends. Toddlers investigate the shape and capacity of different containers as they scoop, sieve, and stir sand from one place to another. Generally, staff observe children's skills and interest closely so they are ready to introduce new language, ideas, or resources to consolidate or extend children's learning. Consequently, children's skills are developing well across all areas of learning.

Highly qualified and experienced staff know how to promote the learning and development of young children. Staff link their planning of activities to the current interests of the children in their care. For example, as families prepare for summer holidays and children share postcards sent from their friends abroad, staff introduce a map of the world. Staff extend this further by planning and giving lots of encouragement to explore life at a post office. Children wrap, weigh and measure parcels, make and paint a post box, and write letter shapes and names on cards to post. Staff engage parents and carers in their children's learning as they request holiday pictures to link with their map. Children are enthusiastic learners, talking through their plans with staff that nurture and teach them as they think, question, predict and test out their ideas. Staff provide children, particularly the older children, with learning opportunities that excite and inspire them, and their joy and laughter is highly infectious. Staff nurture children's imaginations as they use the cabin of their wooden boat as an ice-cream stall on hot sunny days, and then sail across the seas to new countries. Children are very happy in their learning because the quality of teaching in this area is very good.

Leadership at the setting highly values the skills of a well-trained and experienced professional workforce. Standards of educational programmes and systems for observing, assessing, and monitoring children's progress are set high. Staff use these robust systems of recording children's interests, skills and achievements to identify children's next steps in learning. They share these goals with parents and plan activities, which provide children with experiences and opportunities to reach their next steps in learning. Staff regularly review the rate of children's progress across all areas of learning and development so they quickly identify any particular strengths, gaps, or delays in children's progress. Staff share this information with parents through quick daily updates and more formally through the progress checks for two-year-old children, and termly reviews. This enables parents and staff to address any concerns promptly so they may put in place additional teaching strategies or secure more specialist advice. As a result, children are making good progress towards the early learning goals as staff address gaps in children's self-confidence and communication skills.

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

The manager is particularly caring and committed to welcoming in new families to the setting. She and her team run weekly coffee mornings for local parents and their young children. Parents commend her for this as they return to work knowing the staff well and

feeling reassured by their toddlers confidence and familiarity with the setting. Parents also say they feel very welcome as they settle children into their trial periods at the setting.

There is a key-person system in place so that each child has a designated staff member who finds out about children's likes and dislikes, needs and preferences. On this basis staff know which activities are likely to engage children's interests and the comforters and care routines that help their day go smoothly. Children therefore settle quickly and form good relationships with staff at the setting. However, on occasions, staff are not entirely effective in tailoring care to meet the individual needs of children. This is generally because, the number of children attending is growing quickly, and there is not enough staff available to meet all the children's needs. For example, staff try to settle some children to sleep, while supervising others who are intent on exploring instruments or who want to play outside. Although the owner is employing new staff, the current systems to monitor their deployment across all areas of the setting are not identifying where this is not effective. Therefore, staff supervision of children is not always effective at meeting their individual needs and keeping children safe. Although staff are diligent about checking on sleeping babies every ten minutes and log details of their visits this is not the same for toddlers. For example, when a toddler falls asleep in one of the quiet play areas other children play nearby, dropping objects onto them and nearby them undetected by staff. Therefore, staff are not ensuring that there is suitable provision or supervision of sleeping children, and this compromises children's safety. Staff demonstrate that they have not adapted to the growing number of children, and the increased noise levels in the nursery. For example, staff sometimes forget to switch on the baby monitor in the sleep room, as previously the nursery was quieter and they could hear all children. However, now the noise levels are higher and they can no longer rely on hearing waking babies without the monitor. Nonetheless, staff are diligent with visually checking the babies so there is minimal impact on their safety. Staff are otherwise fully aware of, and sensitive to, potential harm to children. Staff maintain daily checks of each indoor and outdoor area of the setting to ensure they minimise or overcome any risks in the environment.

Hygiene practices are thorough and staff encourage children's increasing independence in washing their hands and preparing tables for lunch. Staff plan and deliver nutritious, home cooked meals made, wherever possible, from organic produce. Enthusiastic staff help toddlers learn to shake flour, measure ingredients and mould bread dough. Children learn the enjoyment of cooking and are tempted to try new types of food as the delicious smell of warm fresh bread reaches them from the adjacent kitchen. Staff talk with the children about the tastes and textures of their food, where it is grown, and why healthy choices are important for strong bodies. Staff introduce new flavours and dishes from different parts of the world. This helps younger children develop a liking for a wider range of foods and helps older children make new links with places on their world map.

Staff sit with children at meal times as they model, expect and foster good table manners, and polite conversation amongst the children. Children become more socially confident as they discuss their experiences and express their intentions for their afternoon play. Staff guide them gently so children accept there may be a need to compromise on some of their plans, as they also listen to their friends' ideas. Children learn to accept and tolerate other children's preferences while negotiating some of their own. Older children are confident as they talk with their room leader and show they feel secure enough for any

adventure in her presence.

Staff also prepare children well emotionally for new challenges in their communities, on holidays and eventually for their move on to school. Staff arrange the environment so children can find their hats and water bottles, access resources and become increasing independent in managing their personal needs. Staff talk about how children feel and how changes can be exciting and a little scary at the same time. When children tussle over winning items in a game, staff calmly model expected behaviour and help children learn appropriate ways of dealing with situations.

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

The provider and her senior team have worked hard to prepare the provision to very high standards, but have underestimated the demands of staffing a rapidly increasing number of children in a new environment. Therefore, they have breached several requirements in the Early Years Foundation Stage. Generally, managers and staff understand the safeguarding and welfare requirements of the Early Years Foundation Stage well. However, the current breaches do not have a significant impact on the safety of children at this time.

All staff have completed recent training in safeguarding children and are aware of the procedures to enable them to protect children appropriately. Staff meetings contain a routine focus on developing staff confidence and observations to further protect the needs of individual children. Contact details for the Local Safeguarding Children Board and for Ofsted are clearly on display for staff, and parents to use should they have any concerns. A complaints procedure is clearly written and available for parents in the setting. Managers pride themselves on making policies and procedures transparent, and accessible to parents both in paper format within the setting, and on their website. Staff also regularly update the website with useful guidance and information for parents and quick updates on the day's events. Parents comment that this helps them keep in touch with their children's activities and gives them a starting point when talking with their children at the end of the day.

The provider places considerable importance on choosing and developing a highly qualified and able team of staff who have the skills to deliver good care and education programmes. Educational programmes are already interesting and challenging. Effective procedures are implemented to monitor the progress of all children across all areas of learning and development. As a result, staff are already implementing strategies to provide additional support to help individual children close identified gaps and delays in their learning. Parents and carers recognise this and attribute their children's progress to the skills of the teaching team.

The owner works with an external company who regularly updates and advise her on employment law and staff. As a result, systems for vetting, recruiting and inducting new staff are for the main part robust. There are clear procedures in place for checking the

continued suitability of staff to work with children through regular supervisions and appraisals. A planned programme of professional development links with staff needs and promotes the interests of the children. The setting implements policies and procedures for assessing any risks to children's safety. Staff complete risk assessments in areas of the setting. Managers regularly review and update these assessments and are preparing others for specific outings into the community.

The setting keeps written records of accidents, injuries, and first-aid treatment as part of their safeguarding procedures. First-aid kits are accessible in case of injury, and all but the newest recruits have recently updated first aid training. Staff and children practise evacuation drills at different times of the week. This gives all new staff and children experience of moving out of the building together in a purposeful manner. These measures help to ensure children's safety and good health throughout their time at the setting.

Good relationships with parents are central to the ethos of the setting and staff use a range of methods to share information, and areas of learning with parents. This helps to ensure continuity of children's care practices, learning and development across contexts.

The owner and managers generally have good systems in place to evaluate everything they do and this helps them identify and plan some areas for future improvements. They have very good links with members of the local authority advisory team for early years. These links with external specialists help to ensure that appropriate interventions occur quickly when children need additional support or care. Staff also make good use of story sacks and dual-language material through lending schemes at the local library and the children's centre.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY472934
Local authority	Hampshire
Inspection number	949729
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	34
Number of children on roll	46
Name of provider	Daisy Nursery Ltd
Date of previous inspection	not applicable
Telephone number	07701013284

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

