

Sunshine Daisy Nursery

Priory Farmhouse, Andwell, Hook, RG27 9PA

Inspection date

Previous inspection date

09/07/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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

- The enthusiastic knowledgeable staff nurture children's curiosity and consequently, children make excellent progress in their learning.
- Partnerships with parents are exceptionally strong. This ensures children's individual needs are very closely monitored and met. Children clearly feel safe and comfortable with the staff who establish very warm, affectionate bonds with the children. This results in children feeling settled and secure in the nursery.
- Staff clearly recognise the uniqueness of each child and focus on individual learning needs exceptionally well. They plan an enabling environment where children can access an extensive range of activities to support children's interests and learning.
- The leadership and management team ensure staff have a very good understanding of safeguarding. Regular risk assessments help to ensure risks to children are minimised in all areas of the premises and children learn how to promote their own safety.

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 toured the premises and resources with the manager.
- The inspector observed the children and staff at play.
- The inspector examined records and documents provided by the manager.
- The inspector discussed the nursery with five parents.
- The inspector read the provider's self-evaluation.

Inspector

Lynne Lewington

Full report

Information about the setting

Sunshine Daisy Nursery first registered in 2009 and re-registered in 2014 when the ownership transferred to a limited company. The company also operate another nursery. The nursery is situated in Andwell, in a rural area close to Hook, Hampshire. The nursery operates from converted premises and there are several rooms to accommodate children in age groups. There are two enclosed outdoor areas. It is open Monday to Friday from 7.30am to 6pm for 51 weeks of the year. Children may attend for a variety of sessions. The company employs a manager who oversees the running of the nursery. In addition, the nursery has an Early Years Coordinator who oversees the curriculum and Early Years Foundation Stage requirements for both nurseries. Both of these senior staff members hold Early Years Professional Status. A further 15 staff are employed to work with the children, they hold a range a range of childcare qualifications from level 2 to Early Years Professional and Qualified Teacher. Three members of staff are working towards furthering their qualifications. A nursery cook and an administrator are also employed at the nursery. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is in receipt of nursery education funding for three- and four-year olds. There are currently 78 children on roll.

What the setting needs to do to improve further

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

- consider providing more ways to encourage young children's upper body strength, such as swinging, climbing, or pulling.

Inspection judgements

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

Staff strive consistently to provide a high-quality nurturing and exciting environment for the children. Consequently, children develop their skills across all areas of learning exceptionally well in this well-organised happy nursery. Staff plan very effectively taking into account their observations of the child and the valuable information parents provide. This includes information about activities the child participates in or achievements they have at home. Staff maintain attractive displays and photographs around the nursery to inform parents about the activities that take place, and how these develop and contribute to children's learning. All staff consistently demonstrate high-quality teaching skills.

Children develop their abilities to problem solve and be creative thinkers. For example, they use plastic bottle crates to build pathways across the garden or steps to climb. Children move the crates and staff encourage them to think about where to place them to

ensure they are safe. They talk about their creations, developing their abilities to describe and use language including mathematical language. They climb and run along the pathway developing coordination and balance. They use wheeled toys with increasing skill as they steer and negotiate around people and objects. However, while children have many opportunities to develop their physical abilities in both large and finer movements they have limited opportunities to develop their upper body strength. For example by pulling, swinging, and climbing.

Children explore the different textures and properties of sand, foam and fabrics. For example, they enjoy covering themselves in colourful voile and looking through the fabric. Babies enjoy the sensation of the sand as it is trickled onto their toes and fingers. They paint, draw with crayons, chalk and pencils developing their physical abilities to create using these mark making items. A well-planned activity provides the children with individual focused attention as they prepare a plant pot and sow cress seeds. Staff skilfully adapt the activity to the needs of each individual participating, encouraging and challenging them individually at a level suitable to their needs.

Staff promote speech and language throughout the nursery very effectively. Staff listen attentively, speak clearly and make eye contact with children. They encourage communication through facial expression, gestures, tone of voice and signing. Consequently, children in all areas of the nursery are developing their abilities to communicate very well. Children enjoy story times; they listen and contribute to stories. They enjoy opportunities to recall and speculate about what will happen. This all aids their abilities to think and be good communicators. Children demonstrate increasing social skills relevant to their ages and abilities. Staff plan how they undertake activities to enable children to learn to share and take turns in their play effectively.

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

The key-person system is well established and staff clearly know the children very well. Children are confident, inquisitive and demonstrate self-reliance as they learn the skills to help with routine activities throughout the nursery. For example, they develop their physical skills well as they help to move the milk crates in the garden, to pack away the toys after play and to use knives to cut or spread as they help to prepare snacks. Children show increasing awareness of the caution they must use when helping and staff ensure that they always closely supervise them to promote their well-being.

Staff ensure the environment is safe and secure for the children to use. They talk to them about dangers and about how to keep safe. For example, young children quickly and ably climb a tree and staff move to their side to promote their safety. Children come down from the tree and staff encourage them to extend their skills by finding other items to climb. Consequently, children enjoy climbing up stacked crates and jumping off. The fire drill is undertaken regularly ensuring all the staff and children can evacuate the premises swiftly in an emergency. They have 'grab' bags ready for such emergencies ensuring they have suitable resources to help them if they were out of the building for a period of time. Staff keep the premises secure and good measures are in place to ensure the safety of the

children; for example, on the stairs and when they are sleeping.

Children enjoy healthy meals prepared freshly for them each day. Staff talk to the children about what they are eating and how it helps them to grow. The menu is available for parents to see and staff send home information each day about the amount each child has eaten. Staff encourage children to have drinks regularly from their water bottles ensuring the children do not become dehydrated. Staff discuss sleep routines with parents and follow these where possible. This all contributes strongly to the comfort and happiness of the children in the nursery.

The nursery environment is well resourced and attractively maintained, providing a clean and interesting environment for the children's care and learning. Children can access the high-quality resources easily and independently and most importantly, they are learning how to look after them.

Children develop their independence and self-confidence as they move through the nursery. This helps to prepare them well for school. They are encouraged to visit school with their parents. Teachers and head teachers from local schools visit the nursery to meet the children, which all help to prepare the child for the changes ahead. Children moving between rooms within the nursery have many opportunities to visit and become accustomed to their new environment. Staff encourage parents to share information about changes at home in order that they can work with parents and support the child through whatever is happening. Maintaining the family links within the nursery is a valuable and important aspect of the high-quality care staff offer. Consequently, siblings visit each other in the nursery and have opportunities to play and/or comfort each other if necessary. This helps to promote children's emotional well-being extremely well.

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

The passion and enthusiasm the management have for the nursery is clearly evident in the happy nurturing environment that has been created. There are clear plans for continuous development and refinement, which indicates a willingness to reflect and adapt to meet the needs of the children and their parents. The high-quality provision enhances the abilities of the children.

The nursery management clearly understand the responsibility of their safeguarding role and take robust measures to ensure they promote safeguarding effectively. All staff have rigorous checks to ensure suitability for their roles within the nursery. The premises are secure and effective measures are in place to constantly assess and manage risks appropriately. Staff discuss safeguarding at staff meetings and information is clearly displayed throughout the nursery to enhance both staff's and parents' awareness of the action they should take if they are concerned about a child.

The leadership and management team encourage staff to develop their professional qualifications. This enhanced knowledge is having a positive impact on the quality of the

provision they offer. Staff benefit from a well-planned induction, regular supervision, regular staff meetings and annual training events where they discuss a variety of topics relevant to their work. Robust systems are in place to oversee the records of children's progress ensuring each child is developing well. Where staff identify areas for concern, they seek appropriate advice in partnership with parents. Management are active participants in the nursery and so staff feel they are supported and able to talk to them. As a team, they reflect on their work and constantly strive to improve.

High-quality effective partnerships with other professionals help the nursery staff to get the services they need for children. Partnerships also help to create positive working relationships within the community enabling staff and professionals to share knowledge and skills. Parents are exceptionally complimentary about the service the nursery offers. They comment on the high quality of the environment, the welcoming staff and the progress their children make. They always feel able to talk to the key person, who will know what their child has been doing, and they state that there is always a happy atmosphere at the nursery

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	EY472937
Local authority	Hampshire
Inspection number	952193
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	44
Number of children on roll	78
Name of provider	Daisy Nursery Ltd
Date of previous inspection	not applicable
Telephone number	01256761557

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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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