

# Oops-a-Daisy Childcare

Unit 6, Pine Court, Kembrey Park, Swindon, Wiltshire, SN2 8AD

## Inspection date

17/11/2014

Previous inspection date

08/02/2012

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	3
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 encourage older children to play independently and provide a wide range of appropriate equipment, which enables them to make satisfactory progress in their learning.
- Children's welfare is safeguarded because staff have a secure knowledge and understanding of their roles and responsibilities for child protection.
- Partnerships with parents are strong. Information shared between parents and staff helps to ensure that staff meet children's care and learning needs effectively.
- The provider has effective self-evaluation systems, which identify areas for development to improve the quality of provision for children.

### It is not yet good because

- Staff who care for younger children do not regularly review daily routines to ensure time is used productively and that these children have a better balance of adult-led and child-initiated activities. These weaknesses slow progress.
- Staff provide fewer chances for younger children to explore items independently.
- Staff do not use good questioning techniques consistently to extend children's 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 observed activities in the playrooms and outdoor play area.
- The inspector held discussions with the provider and spoke with the staff and children at appropriate times during the inspection.  
The inspector looked at the children's learning records, planning documentation,
- evidence of suitability of staff working within the nursery, a selection of policies and procedures, and a range of other documentation
- The inspector undertook a joint observation with the provider.
- The inspector took account of the views of parents and carers spoken to on the day.

**Inspector**  
Julie Swann

## Full report

### Information about the setting

Oops-a-Daisy Childcare registered with Ofsted in 2011. It is privately owned and operates from a unit on the Kembrey Estate in Swindon, Wiltshire. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Currently, there are 45 children on roll in the early years age group. The nursery receives funding to provide free early education to some children aged two years and for all those aged three and four years. Children are accommodated across three different rooms, according to age. The youngest children occupy a room on the first floor. All have access to an enclosed outdoor play area. The nursery supports children who learn English as an additional language. The nursery is open each weekday from 7.30am to 6.30pm, for 50 weeks a year. A total of eight staff work with the children and seven hold relevant qualifications; one holds a foundation degree, one holds a qualification at level 4 and five staff are qualified at level 3.

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

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

- review the daily routines for younger children, in order to reduce prolonged waiting times during meals and enable a more effective balance of adult-led and child-initiated activities ,so that children are better able to make good progress.

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

- provide consistent opportunities for younger children to extend their sensory experiences, by exploring different textures and more natural resources
- ensure staff consistently use effective questioning techniques so they encourage children to think and be curious in their play to continually build children's language development, communication skills and learning.

### Inspection judgements

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

Staff have a suitable understanding of the Early Years Foundation Stage. Staff obtain information about children's interests and abilities from parents before children start at the nursery. Staff use this information to plan a suitable range of activities that they know children will enjoy. This helps children settle in. Staff carry out regular observations on

children, assessing them in order to identify what they need to learn next. These identified next stages inform the planning of future activities, which helps to ensure these are meaningful to children and reflect their stages of development. The balance planned between adult-led and child-selected activities for younger children requires improvement. For example, children who took part in an adult-led activity using sand quickly moved away when the member of staff left, wanting to do other things. Staff do not use some time within the session productively. For example, staff encourage children to tidy away their chosen activities only for younger children to spend prolonged periods waiting in their high chairs while staff prepare their snack. This wastes children's learning time

Children receive satisfactory levels of support from staff to promote their communication, language and literacy development. Children have access to a wide range of books and reading material and children of all ages enjoy singing and participating in action songs and rhymes, which extend their vocabularies. Staff introduced props during group times to develop children listening and attention skills. Younger children happily sat looking at books with staff, turning pages and pointing at pictures. This means children are beginning to understand that text carries meaning. Staff do not consistently use well-chosen questions to build on children's learning. For instance, when younger children tell staff they are taking their, 'babies to the shop', staff miss opportunities to follow the children's lead and extend the conversation to encourage further discussion and thinking. This weakness slows children's progress in developing their speech.

Children are gaining confidence in using numbers and early mathematical language in their play. For example, children confidently counted how many blocks they had used to build towers. Staff model the children's use of this language by using words such as higher and lower, over and under. This teaching prepares children appropriately for the next stage in their learning, such as moving on to school.

Children enjoy daily outdoor play where they explore a wide range of interesting resources that aid their physical development. Children enjoy playing with hoops, bats, balls, bikes and the climbing frame, practising new skills. These activities help children to develop new ways of moving. All children benefit from sensory play experiences when they explore the sand and water outdoors. Younger children investigate everyday objects through activities such as using baskets containing a variety of items. Staff did not always provide opportunities for children to satisfy their curiosity about these objects by handling them again. Children wanted to do so, but the baskets were out of reach, which restricted learning. Staff support children's understanding of the world through walks in the community and the use of books and activities that explore different cultural events, so children learn that people differ.

Staff complete the progress check at age two years for children in that age range. Parents are encouraged to share information about their children's learning and development at home, which helps staff to gain a general picture of children's achievements to help inform planning.

Staff help children to form appropriate emotional attachments through each child having a designated person who is special to them. All parents know who their child's special person is because staff have an effective settling-in procedure. Staff, children and parents build relationships and get to know each other over time. Children develop a sense of self because they learn to form secure emotional attachments with their special person. Children behave appropriately for their ages. Staff are positive role models for children; they encourage good manners, being kind to each other and use praise so that children know they are pleased with their efforts and achievements. As a result, children behave well and play cooperatively with their friends. Children learn how to keep themselves safe because staff remind children to walk indoors and they are involved in practising fire drills.

Children learn the importance of washing their hands before meal times and after going to the toilet. Older children are encouraged to be independent in their everyday tasks. For instance, they pour their own drinks, get their own cutlery, and clear away their plates after lunch. All Children have a balanced diet with healthy snacks and freshly prepared nutritious meals. Staff promote children's understanding of a healthy diet and lifestyle well. For example, they teach children that fruit and vegetables give them energy to run around and make them, 'big and strong'. Children enjoy regular opportunities for fresh air and exercise, through daily use of the outdoor area.

Staff provide a welcoming environment for children but do not manage all daily routines well, particularly mealtimes for younger children. For example, children spend too long strapped in high chairs waiting while staff prepare their snacks for them. This does not meet children's needs well. Staff do not always made good use of the available resources, particularly for younger children.

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

Staff have a sound knowledge of the safeguarding and welfare requirements which they implement. For example, all staff know what to do should they have any concerns about a child's welfare and they know the procedure to be followed in the event of an allegation being made against a staff member. A range of policies and procedures, including a safeguarding policy and complaints procedure, are shared with parents, so they understand the staff team's responsibilities. The owner, who is also the manager, has appropriate procedures for vetting and assessing the suitability of staff to work with children. All new staff receive an induction with the owner/manager and all receive regular training and support which helps to ensure staff have the appropriate skills and qualifications to fulfil the requirements of their roles. Staff give good attention to daily checks and safety requirements. Risk assessments are completed and staff complete safety checks that help provide a safe environment for children.

The owner/manager has a secure understanding of her role in meeting the learning and development requirements. The owner/manager regularly monitors children's learning records to ensure key staff make regular observations and that these present a true

picture of children's development. The owner/manager has a realistic overview of the provision and staff performance and acknowledges weaknesses in the quality of teaching. This has helped the owner/manager to prioritise well-focused improvement plans aimed at raising children's achievement, but some weaknesses are overlooked. Self-evaluation takes into account the views of parents, children and staff and recognises strengths and some weaknesses. All staff share the ethos of aspiring to good quality provision, so there is a strong desire for improvement.

Partnerships with parents are strong. Parents express their satisfaction with the care their children receive at the nursery. They comment on the improvements in their children's learning in a short time and state that children are happy and enjoy their time at nursery. Staff regularly invite parents to review their children's progress. This involves parents in their children's learning and enables them to put their views about children's learning and development.

The owner/manager has made secure links with the local school to help the transfer process when children leave the nursery. Staff prepare children suitably for their next stage in learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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

<b>Unique reference number</b>	EY433238
<b>Local authority</b>	Swindon
<b>Inspection number</b>	823873
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	28
<b>Number of children on roll</b>	45
<b>Name of provider</b>	Deborah Baigent
<b>Date of previous inspection</b>	08/02/2012
<b>Telephone number</b>	01793490893

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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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