

Daisychain Day Nursery

194, Three Bridges Road, CRAWLEY, West Sussex, RH10 1LR

Inspection date	22/12/2014
Previous inspection date	12/04/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Staff have good relationships with children and have a secure knowledge and understanding of their individual needs. This helps the children to settle quickly and begin learning.
- The environment is well organised and resourced. Staff provide a good range of activities that children are interested in which motivates them to learn.
- Staff plan for and assess children's development effectively. Consequently, children are making good progress in all areas of learning.
- Staff have secure relationships with parents. All information regarding their children's learning is shared and their comments and suggestions are implemented. This provides a consistent approach to learning for all children.

It is not yet outstanding because

- Occasionally staff do not allow children time to respond fully to their questions to extend their language skills.
- Staff do not always provide children with explanations to their requests regarding behaviour, which does not fully support their knowledge and understanding.

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.

Inspection activities

- The inspector observed activities in the indoor and outdoor area.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector sampled documentation, including children's learning journals and tracked their development.
- The inspector took part in a joint observation with the manager.
- The inspector spoke to parents to gain feedback on the staff, the nursery and their children's development.

Inspector

Hannah Barter

Full report

Information about the setting

Daisy Chain Day Nursery is owned by private providers Salolach Childcare Limited and registered in 2010. It operates from a converted building in Three Bridges, Crawley, in West Sussex. Children have access to three rooms and enclosed outdoor play facilities. The nursery is registered on the Early Years Register. Currently there are 98 children aged from two years to five years on roll and they attend at various times. The nursery is in receipt of funding for the provision of free early education for two-, -three-, and four-year-old children. The nursery is open each weekday from 8am to 6pm throughout the year. Children are able to attend from 7:30am, however they are taken to the sister nursery close by. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery currently employs 12 members of staff, 10 of whom hold early years qualifications at level 2 or above. The manager and deputy manager both hold a relevant qualification at level 3. The deputy manager is studying for her foundation degree in early years.

What the setting needs to do to improve further

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

- allow children more time to respond to staff's questioning so that they are able to fully develop their thinking and language skills

- further develop children's knowledge and understanding of how to keep themselves safe and what is expected of them by providing clear explanations.

Inspection judgements

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

Staff have a good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. They provide a wide range of interesting activities that motivate children to learn. Consequently, all children are making good and steady progress in preparation for future learning and school. Children are confident communicators because staff consistently talk to children and ask questions that make them think and make their own decisions. For example, staff helped children build a train track and asked the children to decide which trains they would like to use. Staff asked the children to show them which were the biggest, which were medium sized and which ones were the smallest. This encouraged children to compare and develop their understanding of the concept of size. During the inspection, children also enjoyed exploring the water tray and filling and emptying different sized containers. For children who speak English as an additional language, staff used simple language such as 'big boat'

'little boat' and 'blue boat'. Simple repetition reinforced the information, developed children's understanding and supported their communication and language development. Staff assessed individual children's language knowledge by asking simple questions and offered support when needed. However, occasionally, some staff did not provide children with plenty of time to respond to their questions. This hinders children's thinking and developing language skills.

The ways in which staff plan for and assess children's development is secure and ensures that each child's individual needs are met. Staff initially use information provided from parents to begin planning for their children. This includes information about their child's interests and current routines. Regular observations and assessments ensure that staff provide children with suitably challenging activities to promote their development. Staff complete weekly plans that incorporate children's next steps, relevant celebrations and spontaneous activities. However, time is left for activities to take place that the children have decided on. This provides children with a sense of belonging and motivates them to learn. The staff complete the required progress check for two-year-old children and comprehensively report on the progress children are making. Staff share these assessments with parents and encourage them to input their suggestions. This enables parents to be fully involved in their child's learning and development.

Children have plenty of opportunities to develop their physical skills. They have free access to the outdoor environment where they enjoy manoeuvring around their pirate ship on their bikes and transporting water to their mud kitchen to make mud pies. During the inspection, children used spades and forks to mix the mud and water together. Staff asked children what other ingredients they would like to add and children said 'bananas and twigs because they are yummy!' Children also enjoyed exploring textures such as shaving foam, bubbles and water. Staff asked the children to describe what it felt like and what happens when they mixed them together. This encouraged children to feel the different textures and make decisions about what to mix together. Children told the staff that it was 'cold' and 'slimy' and laughed as they splashed the water in the tray.

Staff promote children's literacy development well, which supports their future learning. At the inspection, children asked if they could make their own stories. Children decided they would like to make a story about their Christmas tree and confidently used coloured pens and scissors to create their tree. Children also demonstrated confidence in writing the letters of their name. Staff asked them to recognise their letters, which they did so successfully. This demonstrates children's good early literacy development.

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

Children have secure relationships with the staff. Each child has a key person and a secondary key person which ensures there is always somebody that the children have a good rapport with. However, all of the children demonstrate high levels of confidence with all of the staff and involve them in their play. This means that children feel safe and secure in their care. Children's routines are well met. Staff put children who require a sleep into a separate room on mattresses and allow them to sleep for as long as they or

their parents wish. Staff constantly supervise children while they sleep and once they awake, their key persons offer plenty of cuddles. Children are happy and play cooperatively together. The environment is well resourced with specific areas set up with various different activities which offer opportunities to develop in the seven areas of learning. This motivates children to learn and helps them to settle and play. All of the areas are accessible to children and resources are labelled appropriately with words and pictures. This helps to promote children's independence as they make their own decisions about what to play with.

Staff provide good opportunities for children to develop their independence and self-help skills whenever possible. For example, children played in the role-play area and were supported by staff to make pretend cups of tea. Children practised pouring water from a teapot into their cups and staff praised them for having a go for themselves. Children independently wash their hands before snack time, choose their own plates and identify their own cup. Staff tell the children what they have on offer that day and children choose from a selection of fruits, cheese and breadsticks. Older children are also encouraged to cut their own fruit and staff offer support if it is needed. Children are encouraged to blow their own noses and staff remind them to put their tissues in the bin. This develops their understanding of good hygiene practices. However, occasionally, staff did not provide children with an explanation to their requests during the inspection. This does not fully support children's knowledge and understanding of how to behave and keep safe. For example, children ran around the room and jumped over toys. Staff asked children to stop and told them not to run inside but did not explain why this was unwanted behaviour. Staff bang a drum which indicates to children that they have five minutes until tidy-up time. Once the time is up, children are encouraged to help staff tidy away their toys. Staff sing specific songs which the children understand that it is time to sit down. Staff ask children who had 'helpful hands' and did 'good tidying'. Staff reward children by sticking their photographs on the Kindness Tree. This promotes positive behaviour and provides children with a sense of belonging.

During the inspection, in the outdoor area, children took it in turns to jump off large pieces of equipment. Staff reminded them to be careful and to jump onto the soft mat. This developed children's understanding of how to keep themselves safe. Children have access to a computer which has internet access and staff use this as a tool to effectively promote children's development. For example, children watched a video on the computer showing them how to make a duck card. Staff asked the children if they would like to make one too. Children chose their own card and resources to make their card and staff offered support and gentle guidance. This means that staff support children but they are able to decide their own outcome. Children were proud of their achievements and were excited to show the staff. Staff praised children for their efforts which develops the children's self-esteem. Staff are always present when children use the computer and safety systems are installed so that children's safety and welfare is protected.

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

The staff and management have a good understanding of the safeguarding and welfare requirements. The manager and deputy are the designated staff for child protection and have attended the specific training to enable them to fulfil their roles efficiently. All of the staff have attended safeguarding training and are confident in knowing the procedures in place to keep children safe. Staff record all existing injuries and inform parents when they start that the staff have a legal responsibility to keep children safe. The nursery's safeguarding policy is comprehensive and clearly shows the responsibilities staff have in keeping children safe. This policy, as well as others, are shared with parents. This helps parents understand fully how the staff care for their children.

Daily opening and closing safety checks are in place to assess the suitability and safety of the environment and equipment. Staff complete tick lists to indicate that all areas have been checked and deemed suitable for the children to play in. Children are always supervised and staff know exactly where they should be and what their tasks are throughout the day. This further ensures that children are kept safe.

Recruitment procedures are robust and detailed, which ensures that all staff are suitable to be working with children. All staff complete a lengthy induction process and are provided with a mentor who they shadow until they feel confident within their role. This helps to maintain continuity of care and learning for children in the nursery. Staff benefit from regular supervision sessions and annual appraisals whereby they discuss their professional development and their training plan. The manager sends all staff on mandatory training such as manual handling, paediatric first aid, health and safety and food hygiene. This helps them to fulfil their roles capably and efficiently, which means children are safe. In addition, there are further courses that the manager and staff identify for each other. These include outdoor play courses, communication courses and various network meetings. These help them to drive further improvement in their practice and the outcomes for children. The manager also supports staff to achieve their qualification in childcare at level 3 through an external company. This has a positive effect on the quality of teaching and care provided in the nursery.

The manager and staff work together efficiently to evaluate their provision. They have recently updated their self-evaluation form which is detailed and clearly highlights the improvements they have made within the nursery. For example by extending the indoor space to accommodate more children and provide extra space for children to play. They have also highlighted areas they wish to improve in the future. These include developing ways for parents to be further involved in the planning cycle and improving the ways staff evaluate activities to enhance the provision for children. The staff welcome parental feedback and ask for their opinion on various aspects of the nursery's practice. The manager also distributes staff questionnaires to gauge staff's thoughts and opinions on the nursery. This allows the manager to monitor the provision and her performance as their manager.

The staff communicate effectively with additional early years settings and external agencies to support consistency of care and learning for each child. Information sheets are in place for children moving from the sister nursery to this nursery and if children's key persons are changing. These include detailed information about children's routines, development level and family background. Key persons share children's next steps with

additional key persons so children benefit from a consistent approach to their learning. For children attending school, they are able to visit their schools with their key person and the teachers also visit them at the nursery. This helps children to become familiar with new people and supports their move to school so that children feel confident. The staff work in partnership with external agencies to support children's individual development, and understand that partnership working benefits children's development. Staff provide parents with as much information as they want regarding their children's learning. Newsletters, social media pages, communication books and regular parents' evenings enable parents to be involved fully in their children's development. It also keeps them aware of the progress their child is making. Parents are happy with the care that their children receive. They commented at the inspection on the positive relationships their children have with the staff and how settled they are at the setting. Parents who speak English as an additional language commented on how well their children's English language skills have developed and know that this will support them in their move to school. Parents like the way the nursery settles their children and how they gradually increase the time that they are without them. Parents know who their child's key person and secondary key person are; however, they stated that all of the children have good relationships with all of the staff.

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	EY416700
Local authority	West Sussex
Inspection number	832374
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	58
Number of children on roll	98
Name of provider	Salolach Childcare Limited
Date of previous inspection	12/04/2011
Telephone number	01293 533397

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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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