

# Daisy Chain Nursery School

c/o CCW, Bellevue Road, Whitstable, Kent, CT5 1PX



## Inspection date

30 November 2016

Previous inspection date

24 May 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff do not make effective use of their observations and assessments to track and monitor children's progress. They do not consistently identify gaps in individual or groups of children's learning to help address these quickly. Children do not make the best possible progress from their starting points.
- Staff do not consistently consider how to extend children's understanding of simple mathematical concepts, such as the relationship between numbers and quantity.
- The manager does not make effective use of self-evaluation to help her identify all weaknesses in practice, to target improvements and raise outcomes for children.

### It has the following strengths

- Staff are constantly vigilant to help keep the environment safe and secure and take action to minimise any potential risks. For example, they immediately dry the water spilled on the floor and remind children to be careful as the floor might be slippery.
- Staff plan a range of activities that interest children. Children are happy and eager to investigate and explore.
- Children develop strong attachments with staff, who have a good understanding of their individual needs. Staff make good use of praise. For example, they celebrate children's achievements using resources such as pompoms to represent awards.
- There are effective recruitment procedures, which help to ensure the suitability of all adults working within the nursery, including members of the committee.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

- |  | <b>Due Date</b> |
|--|-----------------|
| ■ improve the use of observations and assessments to effectively track individual and groups of children's progress, to identify any gaps in their learning and help them make the best possible progress. | 01/02/2017      |

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

- build further on the range of experiences to help children develop their understanding of simple mathematical concepts and ideas
- make effective use of self-evaluation to identify weaknesses in practice, to target areas for improvement and raise outcomes for children.

### Inspection activities

- The inspector sampled a range of documentation, including safeguarding policies and procedures and risk assessment records.
- The inspector carried out a joint observation with the manager.
- The inspector took into account the views of parents and carers spoken to on the day and from written information.
- The inspector observed the interaction between staff and children indoors and outdoors.
- The inspector held meetings and discussions with the manager and members of the committee.

**Inspector**  
Sara Garrity

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The manager and staff attend regular child protection training. They have a good awareness of safeguarding and the procedures to follow should they have any concerns about children's safety or welfare. The newly appointed manager encourages staff to attend additional training to help develop and extend their practice. For example, they adapted the nursery environment after completing training on providing an enabling environment for two-year-olds. Staff carry out observations of children's learning and development. However, these are not used effectively to track children's progress. For example, gaps in individual children's learning are not identified and appropriately addressed. The manager has established positive links with local schools and other professionals, which helps to provide consistency in children's care.

### Quality of teaching, learning and assessment requires improvement

Staff plan challenging experiences which actively engage children in their play. Children have many opportunities to explore using their senses. For example, they play with musical instruments and investigate different textures of materials in the garden. However, experiences that help children to make connections between number and quantity are not appropriately matched to children's abilities. Staff have positive relationships with parents and regularly offer ideas to help them continue their children's interests at home. The manager uses additional funding to provide resources to help develop children's social skills and build their confidence.

### Personal development, behaviour and welfare are good

Children behave well. Staff are good role models for children and help children learn to share and take turns. For example, children let their friends have a turn with wheeled toys outside. Children learn about the importance of exercise and a healthy diet. For instance, they have daily opportunities to play outdoors and enjoy a range of healthy snacks. Children have a wide variety of resources to help them learn about the similarities and differences between themselves and others. For example, they use mirrors to look at the colour of their eyes.

### Outcomes for children require improvement

Overall, children, including those who have special educational needs, learn a range of skills to help prepare them for the next stage in their learning. However, the weaknesses in the monitoring and tracking procedures do not consistently ensure that all children are supported to help them make the best possible progress. Children settle well and are eager to interact with staff and friends; for example, helping to give the doll its bottle. Children develop some suitable skills to prepare them for school, such as confidence and independence. For instance, they help to tidy away the toys before mealtimes.

## Setting details

<b>Unique reference number</b>	127137
<b>Local authority</b>	Kent
<b>Inspection number</b>	1061317
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	3 - 4
<b>Total number of places</b>	18
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Daisy Chain Nursery School Committee
<b>Registered person unique reference number</b>	RP902024
<b>Date of previous inspection</b>	24 May 2013
<b>Telephone number</b>	07947819348

Daisy Chain Nursery School registered in 1995 and is managed by a committee. It operates within Whitstable Community College, Whitstable, Kent. The nursery is open each weekday from 8.30am to 3.30pm, during term time only. The nursery receives funding to provide free early education for children aged two, three and four years. It also receives early years pupil premium funding. The nursery employs six staff, of whom five hold level 3 childcare qualifications.

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