

# Daisy Chain Nursery School

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



<b>Inspection date</b>	18 July 2017
Previous inspection date	30 November 2016

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

## Summary of key findings for parents

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

- Staff have not made good enough progress to ensure they use their observations and assessments accurately to assess children's development. They do not use these assessments well to plan challenging activities to enable children to make the best possible progress from their starting points.
- Staff do not adequately support children's needs, particularly those children who speak English as an additional language.
- At times, staff do not provide opportunities and experiences that encourage children, particularly younger children, to explore and develop their curiosity about the natural world and investigate using their senses.
- Staff do not consistently use the same behaviour strategies to encourage children to understand good behaviour and the consequences of their actions.

### **It has the following strengths**

- Partnerships with parents are positive. Parents appreciate the regular exchange of information about their children's achievements. They feel that staff listen to them and are interested in their children.
- Staff support children's mathematical development well. They take every opportunity to encourage children to count and to understand sizes. For example, they talk about height and size when building with the building bricks.
- The manager involves parents, staff and committee members in the evaluation of the nursery. She displays her action plans showing her ongoing improvements.

## 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> |
|--|-----------------|
| ■ use observations and assessments to accurately assess children's development, monitor their progress and plan challenging activities to extend learning for the older and most able children | 31/08/2017      |
| ■ ensure staff support children to ensure their needs are met, particularly children who speak English as an additional language.  | 31/08/2017      |

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

- provide children with more opportunities to use their senses and to explore and develop their curiosity and understanding of the natural world
- improve consistent use of the behaviour strategies to support children to develop an awareness of good behaviour and manners.

## Inspection activities

- The inspector observed activities and the quality of interactions and teaching indoors and outdoors.
- The inspector sampled a range of documentation, including key policies and procedures such as safeguarding, and children's development records.
- The inspector took account of parents' views through discussions.
- The inspector spoke to staff, the committee members and children at appropriate times during the inspection.
- The inspector and the manager observed and discussed a planned activity together. She held meetings with the manager in relation to observations of children's play and learning, and progress since the previous inspection.

## Inspector

Maxine Ansell

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff are aware of the procedures to follow should they have concerns about a member of staff or a child's welfare. The manager has worked hard to make improvements since the previous inspection. However, these improvements have not been fully integrated into practice. Staff exchange information with other professionals where children attend other settings. This encourages some continuity of learning and care. Although staff use observations and assessments to help develop children's next steps in learning, these are not always accurate and staff do not use these to plan challenging activities to fully extend children's learning. The manager is not able to accurately and precisely monitor children's progress. She completes regular support meetings with staff and uses these, together with parent questionnaires, to develop her action plans. The manager has improved her monitoring of the areas of learning, and staff have completed training in early mathematics to develop their practice.

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

Teaching is inconsistent. Some staff use techniques to motivate and interest children in the activities available. However, other members of staff use the same vocabulary and questions with all children, regardless of their age and ability, and do not plan challenging activities to extend their curiosity and learning. Children develop their use of technology, such as independently and competently using the computers. Staff support children to develop their musical skills. For instance, they encourage children to play instruments loudly and softly. Staff help to develop children's early writing skills. For example, children use chalks, paper, clipboards and pens to make marks, and staff support the children to explain their pictures.

### Personal development, behaviour and welfare require improvement

Staff build a bond with the children, who are comforted by their key person when they are tired or in need of support. However, staff do not ensure that there is support for all children's needs, such as for those children who speak English as an additional language. For example, staff do not clearly explain changes in the daily routine to help them understand the different snack routine that week and they are a little confused. Children mainly behave well. However, staff are not consistent in their guidance to support them to understand their behaviour. For instance, some staff ignore silly behaviour while other staff use the nursery rules to explain good behaviour expectations. Children develop their physical skills, for example, with regular access to the outdoor area and climbing equipment.

### Outcomes for children require improvement

Overall, children make steady progress from their starting points. However, due to some inconsistent teaching and inaccurate assessments, not all children are supported to become ready for the next stage in their learning. Children show a sense of belonging and learn some skills that help prepare them for school. For example, the older children manage their personal care needs well.

## Setting details

<b>Unique reference number</b>	127137
<b>Local authority</b>	Kent
<b>Inspection number</b>	1079915
<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>	2 - 4
<b>Total number of places</b>	18
<b>Number of children on roll</b>	28
<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>	30 November 2016
<b>Telephone number</b>	07947819348

Daisy Chain Nursery School registered in 1993 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 provider receives funding to provide free early education for children aged two, three and four years. The nursery employs five staff, of whom three hold level 3 childcare qualifications and one holds a level 2 qualification.

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