



Daisy Chain Nursery

Inspection report for early years provision

Unique Reference Number	EY336031
Inspection date	08 December 2006
Inspector	Lynn Reeves
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Registered person	Daisy Chain Nursery (Emsworth)Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Daisy Chain Nursery opened in 2006. It is a privately owned nursery and operates from a private house in Emsworth, Hampshire. The accommodation includes three rooms, toilet and kitchen facilities on the ground floor and three rooms on the first floor. Children also have access to a fully secure outdoor play area. The nursery is registered to provide care for 32 children aged nought to five years, although it is their practice to accept children once they reach three months of age. There are currently 50 children from three months to five years on roll, including 10 children in receipt of nursery education funding. The nursery supports children with learning difficulties, disabilities and children who speak English as an additional language.

Opening times are 08:00 to 18:00 Monday to Friday for 51 weeks of the year. Children may attend for a variety of sessions. There are eight members of staff employed to work with the

children, all of whom hold child care qualifications. The nursery receives help and support from the Local Authority and Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about good hygiene practices and follow personal routines, such as washing their hands after toileting, after playing in the sand and paint, and before eating. Children's risk of infection is minimised because practitioners implement good health and hygiene procedures, for example, they wear disposable gloves for nappy changing, provide each baby with a warm flannel to wash their hands and face on before eating and clean all table tops and high-chairs with anti-bacterial spray before meals. The children are protected as routines are in place to ensure that toys, equipment and baby resources including bedding are cleaned and laundered regularly. Practitioners are on a rolling programme to update their first aid training and respond to accidents and the administration of medication effectively, recording all relevant information and sharing this with parents.

Children benefit from opportunities to play outside daily in the well designed garden and participate in activities developing their co-ordination and skills, for example, digging in the dirt and sand-pit, playing on the slides, throwing and kicking balls and riding the sit-on-toys. They find different ways to use their muscles when wiggling their bodies, stretching and bending as they play various ball games and act out the actions to head, shoulders, knees and toes. Babies use equipment, such as play gyms, walkers and pushchairs and are becoming competent walkers. Consequently, all children begin to recognise the importance of regular physical exercise as part of maintaining a healthy lifestyle. Children are developing good self-care skills as they attempt to do up their buttons on their coats, put on their Wellington boots, dress themselves in role-play and help to tidy things away.

Children are provided with a good range of healthy and nutritious snacks and meals provided by the nursery. Meal times are very sociable, as all the children sit together and demonstrate good manners. They chat about their likes and dislikes, for example, one child looks at the snack plate and says that the cut up cheese looks like bricks and the carrot strips looks like logs. Practitioners are close by to help feed the babies and toddlers, and make themselves available to help and assist the older children who need it. Good procedures are in place to ensure food is adequately prepared and served, for example, food probes are used to test the temperature of food heated and bottle warmers are used to heat milk for the babies. Menus are planned and rotated on a 21 day rota to enable all children to receive a variety of options for example, goulash, curry, pasta, rice, noodles, potatoes and fresh vegetables. Information regarding what the children have eaten is recorded and shared effectively with parents. Children's health is well maintained because practitioners know about their individual health and dietary requirements as written information is shared and discussed with parents at registration.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children access a very good range of play equipment and resources suitable for their individual ages and stages of development. These are stored at low level and clearly labelled with text and pictures so children can see what is available. The nursery is bright, colourful and stimulating where children's own work and creations are displayed on the walls creating a child friendly environment. Children's efforts are valued as their individual hand prints are displayed along the corridors and up the staircase walls.

Children benefit from a safe environment because practitioners implement effective procedures to ensure all furniture, equipment and resources are kept clean and well maintained, and this is recorded, monitored and evaluated on a regular basis. Children are kept free from dangers as all potential hazards are removed, for example, spillages are mopped up with little fuss and children are reminded not to put too many things out on the floor in case others fall over them. Children are beginning to learn about the importance of keeping themselves safe through routines and discussion, for example, they practise fire drills regularly and are reminded to be careful when riding their bikes and running around the garden in case they bump into each other. Access to the provision is monitored and secure systems are implemented to ensure records are held on all visitors to and from the provision. Sleeping children are regularly monitored and the high ratios maintained ensure children remain safe. Relevant checks are completed on all practitioners to ensure they are suitable to work with children.

Children are protected and safeguarded from harm because practitioners have a very clear understanding of child protection issues and would know how to implement nursery and local child protection procedures. They would recognise the possible signs of abuse and all existing injuries are recorded, helping to protect the children who attend. This ensures children are fully protected whilst at the nursery.

Helping children achieve well and enjoy what they do

The provision is good.

All children are happy and settled in the nursery. They benefit from the secure, homely and loving environment in which they begin their early learning. Older children develop good independence as they confidently run into nursery, find their name, hang up their coats and look for their peers. All children are welcomed by happy and enthusiastic practitioners, which help to develop a strong sense of trust and belonging. Children enjoy a vast range of opportunities to express their imagination, for example in role-play where they act out characters, during messy play as they play with play-dough, water and paints and when playing outside. Babies and young children have lots of fun and develop their senses and curiosity as they are provided with a wide range of stimulating toys and play provisions. Practitioners interact well with the children as they sit on the floor with the babies giving them smiles, repeating familiar words and giving them cuddles as they hold out their arms. Relationships are well enhanced because of the effective implementation of a key worker system and the knowledge the practitioners have on child care development. Young children benefit enormously because practitioners have introduced the Birth to three matters framework to ensure that experiences offered are tailored to individual babies and young children's needs. Practitioners

have developed systems to observe and monitor children's individual development and use this information to guide their planning.

Nursery Education

The quality of teaching and learning is good. Children are progressing well because practitioners have a secure understanding of how children learn. Children have a positive attitude to learning and are developing high levels of confidence and independence as they select their own resources, put on their aprons for painting and dress up in various role-play outfits. However, practitioners pour the children's drinks and pre-prepare the snacks, limiting children's opportunities to be fully independent. Children form good relationships with practitioners and their peers, as they work co-operatively in group situations, for example, practising their songs for "The animal's Christmas Carol", they enjoy singing Away in a manger and the Christmas pudding song. Children are well behaved and are able to sit quietly and concentrate, for example during registration time, when listening to stories and during circle time at the end of session when they recall what they have been doing. Practitioners have a good knowledge of the Foundation Stage and stepping stones and adapt teaching techniques according to the age and ability of the child. They use open ended questions to make children think and monitor children's progress throughout the sessions to inform next stages of planning.

Children recognise letters and familiar words from clearly labelled resources, find their own name on arrival at the nursery and on their place mats during meal times. Children attempt to make marks on paper on the writing table and whilst using crayons and chalks on the board. They practise letter writing through planned activities and some are able to write their name clearly, however, there are missed opportunities to further develop this skill as practitioners tend to label the children's work. Children thoroughly enjoy listening to stories as a group and listen excitedly to "The mouse who ate bananas". One child recognises that it is a pop up book and moves closer to look at the pictures. Children join in with the story and are encouraged to predict what is going to happen next. Books are made freely available to the children and they select these at their leisure sitting in the corner with their peers to look at the pictures.

Children benefit enormously from the wonderfully stimulating and attractive learning environment, enabling them to freely access the full range of equipment. Children gain confidence in using numbers as they head count and most children are able to count to ten and many above this. Practitioners use incidental opportunities to encourage the children to count throughout the sessions and to practise subtraction. For example, they encourage children to think about how many conkers or wicker balls they will need to add or take away to make the scales balance. Children learn about volume, weights and size as they play with resources in the sand and water trays, use scales to measure cooking ingredients and take part in planned activities. For example, recently the children have used plastic links to measure the size of the classroom.

Children develop their sense of time and place as they talk about the days and months and during circle time they sit down and recall what they have been doing during the morning. Children explain to the group they have been playing with the train tracks and some have been decorating their Christmas stockings. As the practitioner holds a book about a red bus, one child recalls he went on a London bus to Waterloo. Plans clearly show how they learn to take

care of living things, for example, planting seeds and vegetables, watering the flowers in the nursery garden and going on bug hunts. Their curiosity and investigative skills are well promoted because they have free access to a range of resources, such as magnifying glasses, telephones, scales, torches, tills and microphones. Children have access to computers on a daily basis where they develop their skills using the mouse and various programmes which develop their understanding of technology. Children learn about their local environment as they walk in the woods, along the shoreline and have recently caught a bus into the town.

Children move confidently around the setting and show a good sense of spatial awareness as they set out the train tracks on the floor, showing consideration for others around them. Outdoors children show control and co-ordination as they ride the sit-on-toys around the tracks, push prams and play chase. They recognise the importance of staying healthy and change in their bodies as they run around and rest. Children develop good muscle control and co-ordination as they bend, stretch and jump when singing and playing with musical instruments.

Children are eager to learn and show good perseverance with activities, for example, children using scissors to cut out pictures to decorate their Christmas stockings and angels. Children competently handle a range of tools and materials, such as paint brushes, scissors, rolling pins, cutters and glue sticks and delight in opportunities to explore creativity for themselves. Children select paper, cotton wool, tissue and doilies to decorate their Christmas stockings and angels and have independent access to a range of media, which are stored at low level. They play with sand, water, cereals, gloop, jelly, pasta and pulses. Children use their senses to explore and describe the different textures and patterns they make. For example, using sponges dipped in paints to make repeated patterns. Their imagination is well fostered as they have access to a good range of role-play equipment, providing opportunities for them to act out their real and imagined ideas with their peers. Children use their imagination well as they act out the characters, as one child decides to be a sleeping princess, another wants to be the handsome prince who will rescue her, he finds a policeman's outfit and fireman's hat and pretends to cut down the forest to get to her.

Practitioners have a very clear understanding of how children learn and provide an exciting and stimulating learning environment, in which they can play an active role and become engrossed in their learning. They use a range of teaching methods to ensure younger and less able children are well supported, including those with special educational needs and those who have English as an additional language. Practitioners interact well with the children, they make themselves available to offer help and assistance, knowing when to stand back to let play develop.

Curriculum planning ensures all aspects are sufficiently included and practitioners make very good use of planned activities, as well as incidental opportunities to extend children's learning. Good systems are in place to observe and record children's initial starting points and continual progress towards the early learning goals. Practitioners work very well as a team suggesting new ideas and methods, monitoring the children in a variety of ways to identify individual targets to work towards; this ensures children are able to achieve their full potential.

Helping children make a positive contribution

The provision is good.

Children are highly valued as individuals and are given opportunities to participate in all activities as practitioners ensure they promote a fully inclusive environment, in which children's differences and similarities are recognised and celebrated. Children receive lots of praise and encouragement for their efforts and develop secure and trusting relationships with practitioners during their time at the nursery. Children have a positive attitude towards themselves and one another and recognise the need to share and take turns when involving themselves in each others' play. Children know what is expected from them and their behaviour is good because they receive clear, consistent messages from the practitioners, as they act as good role models and gently remind the children what is acceptable, so they begin to learn right from wrong.

The nursery has effective arrangements in place to care for children with special educational needs and those who speak English as an additional language. Children develop an understanding about diversity when playing with a range of resources that reflect diversity, seeing maps, globes and posters, and through discussions and planned experiences linked to topics and special events. For example, they celebrate festivals, such as Diwali and Chinese New year and participate in cooking and food tasting. This positive approach fosters their spiritual, moral, social and cultural development.

All children benefit enormously because practitioners establish very good informal and friendly relationships with their parents. Information about the nursery is provided to parents via the prospectus, policies and procedures, newsletters and notice boards. The nursery has its own website and offers key worker evenings, drop-in sessions, home visits and "All about me books" are used to ensure parents are well informed about their child's care and play, including nappy changes, sleep patterns, food intakes and activities. Consequently, children settle well and their individual needs are fully met.

The partnership with parents of children who receive nursery education is good. Parents receive detailed information regarding the Foundation Stage of Learning and curriculum via the parent pack and the clearly displayed notice boards. Children's individual progress and achievements are discussed during handover time and through verbal and written reports, which keep parents up to date on their child's progress and next steps for learning. Parents receive regular newsletters, asked to send things in from home relating to themes and topics so they get involved in their child's learning and have opportunities to read and comment on children's assessments at any time. The nursery has an open house policy where they are happy for parents to come in and discuss any issues or concerns about their child or the care they receive with the management or key workers. As a result children's learning is significantly enhanced by the contributions parents make and the secure links in place between home and the nursery.

Organisation

The organisation is good.

Children's care and learning is enhanced by the effective deployment of practitioners and their clear roles and responsibilities. Practitioners work well as a team and communicate effectively through informal discussion and formal meetings to ensure the operational plan is implemented

in practice. Children are very well supported and progress well because high adult: child ratios are maintained, which ensure children receive lots of care and attention. Practitioners have a good knowledge of the Foundation Stage curriculum and the Birth to three matters framework and the children have a wonderful time at the nursery because all practitioners have a very good understanding of how children learn and how important play is in their development. Most of the required documentation is in place and stored securely, however, the registers do not reflect which practitioners are on duty in which room, which impacts on children's safety. Good systems are in place for the recruitment of new staff and the vetting procedures, ensuring they are suitable to work with children on an ongoing basis. As a result, the setting meets the needs of the range of children for whom it provides.

The leadership and management of the nursery are good. The owner is fully committed to improving the quality of care and education that the children receive. She fully supports and monitors all practitioners through the implementation of a secure induction programme, regular meetings, identification of training needs and through the introduction of an appraisal system. The operational plan works effectively and the written policies and procedures are read, signed and implemented by practitioners on a daily basis. Continual assessment of the nursery remains a high priority as practitioners work in partnership to monitor each activity through evaluation, for example, taking account of the resources, numbers of children, level of differentiation and how the aims and objective are met or not met to promote positive outcomes for children. Management and practitioners are enthusiastic and work extremely well together as a team to ensure that the quality of care and education is continually improved for all the children. Consequently, all children are happy, settled, motivated learners and are able to achieve their full potential at the nursery.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- further develop the procedure to ensure that staff are recorded in registers in each room

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide more opportunities for children to practise their writing skills
- further develop opportunities for children to be more independent

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk