

# DanDeLions

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY252728
<b>Inspection date</b>	05 October 2007
<b>Inspector</b>	Susan Mann
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<b>Registered person</b>	Bright Horizons Family Solutions Ltd.
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

DanDeLions Nursery opened in 2003. It operates from a self contained purpose built building on the Defence Logistics Organisation (DLO) site in Andover close to the A303. The group have access to three play rooms and a large fully enclosed out door area. The work place nursery serves the staff who work on the Defence, Equipment and Support (DEand S) site.

There are currently 46 children on role. This includes seven funded three and four year olds. Children attend a variety of sessions a week. The nursery employs 12 members of staff, 11 of whom work directly with the children and the nursery cook. All of the staff working with the children hold an appropriate qualification in childcare and education except one, who is currently training. The nursery is able to support children with learning difficulties and/or disabilities.

The nursery opens five days a week all year round from 08:00 to 18:00 each day. The setting receives support form the Early Years Development and Childcare Partnership, and from their parent company, Bright Horizons Family Solutions.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

Children's good health is promoted well by a range of effective procedures and routines. All practices are very hygienic to prevent the spread of infection. All adults who enter the nursery are required to clean their hands by making use of the sanitizer that dispenses anti bacterial cleanser fluid. Robust laundry practices ensure that children have clean bibs, napkins and bedding that is used exclusively by them to limit cross infection. An efficient labelling system is used throughout the nursery for each child to identify their cups and bedding baskets. These labels show the child's photograph and name, and so are easily identifiable which helps promote even the youngest children's independence.

Children are encouraged to wash their hands after using the toilet or wiping their nose. Picture notices and gentle verbal reminders from staff help them to do this at all times. Older children learn about how germs spread through planned activities. For example, they put glitter on their hands to represent the germs and then shake hands with one another to observe how easily germs pass from hand to hand.

Children's wellbeing is assured because these procedures are supported by strong documentation which is consistently maintained throughout each area of the nursery. Accidents and administration of medicine are accurately recorded. These are shared with parents to ensure they are kept informed. Furthermore, accident records are fully evaluated to identify common areas or times of day when accidents are most likely to occur. This allows staff to take action to minimise the likelihood of further similar accidents and so helps to protect children.

All children are well nourished through the meals provided at the nursery. These are provided by a well trained cook who prepares healthy meals and snacks from fresh ingredients every day. Children in each room of the nursery relish their mealtimes. Staff and children sit together to eat meals. Children benefit from having adults present who provide good role models and these times are happy and sociable. Children use cutlery well and demonstrate very good table manners. Younger children have food from the 'baby menu' which is also prepared fresh each day. All children show great enjoyment of meals and snacks as they enthusiastically eat their food.

Children of all ages develop their level of physical fitness and co-ordination through daily opportunities to play in the fresh air. The nursery has a large play area and garden that is securely fenced so children can play safely. The daily routine is carefully planned so they go outdoors regularly to enjoy a wide range of activities. However, children are not able to free flow between the indoor and outdoor area as they wish. This means that some children, particularly the older pre-school children, are not able to access a full range of outdoor activities throughout each day. Children run around or use the equipment to develop their skills. For example, three of the youngest children smile happily as they sit on a rocker, gently swaying as a member of staff sings to them. In the garden area, a group of pre-school children observe the changes autumn brings, by looking at trees and the leaves on the ground.

## **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children have plenty of space for all their needs in this purpose built nursery. Rooms are well resourced with sturdy child sized furniture. Displays of children's work and photographs adorn the walls, showing that their work is valued and this helps build their self-esteem. Children help themselves to toys from low level storage and this helps foster their independence. The health and safety co-ordinator oversees the risk assessment process effectively. The premises and equipment are checked regularly to ensure they are safe and suitable for children to use.

Children's safety is given a high priority by the nursery staff. Robust systems are in place to ensure that children do not leave the building unaccompanied. The entrance to the nursery is kept locked. A two door system where one can only be opened once the other has been securely shut tight means that children cannot run unnoticed through from one to the other to gain access to the pathway. Staff are attentive to the children in their care. However, occasionally the deployment of staff in the baby and toddler unit means that the babies do not have enough adults to give them a high level of support at all times.

Children would be safe in the event of a fire or similar emergency because the nursery have thoroughly planned suitable evacuation procedures. Staff and children practise these regularly to ensure all are familiar with them to facilitate a swift evacuation in the event of a real emergency. Staff carry evacuation packs with them on these occasions. These contain necessities such as nappies and wipes, as well as drinks, toys and resources to ensure children's wellbeing and comfort is maintained during evacuation.

Children's welfare is safeguarded by all staff at the nursery. The child protection co-ordinator liaises with the nursery manager to oversee this part of the provision. Staff are fully aware of the signs and symptoms of possible abuse. A range of clear documentation is available to record and report any such concerns. These procedures are underpinned by a robust child protection policy.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children of all ages are settled and happy at the nursery. Staff are enthusiastic and engage well with the children. This allows them to feel confident and well supported. All demonstrate a good understanding of how young children learn and develop. Children enjoy playing with resources made from both man made and natural materials which broadens their experience and enjoyment. For example, a young child in the baby room plays with a smooth and clean piece of tree trunk. He giggles and smiles as he explores the texture with his bare toes. In the toddler room, several children demonstrate good co-ordination skills as they construct with brightly coloured large lego bricks. One child pushes pieces onto connecting bricks, and then pulls them off again.

In the baby and toddler unit, all learning is planned to support children's individual needs and interests. Each child has a keyworker who observes them play to assess their stage of development and to plan their next steps of learning. This information is then used effectively to ensure that the curriculum offered through play fully supports the required learning objectives of each child. Children greatly enjoy a range of exciting activities. For example, a baby is completely engaged at exploring a box of shredded paper, feeling the strands and waving them about.

## Nursery Education

The quality of teaching and learning is good. Children are progressing well towards the early learning goals. They enjoy a varied curriculum that is wholly play based and well structured to meet their individual needs. Activities are arranged within a flexible routine that provides a framework for the day. Learning opportunities are planned around identified learning needs of each child. Frequent observations and assessments are made of how each child is developing and these are fully evaluated. This process provides keyworkers with a clear indication of the next steps of learning. These are incorporated into the planned curriculum to ensure each child has frequent the opportunities to progress well through each area of learning.

Children benefit from effective support from their keyworkers to help them learn. Staff are knowledgeable about the Foundation Stage and they give children friendly and appropriate assistance. They are skilled at adapting activities to suit the ability of each child to ensure all who wish are included and gain benefit from taking part. This differentiation provides children with suitable challenges to sustain their interest and extend their learning. Children learn through a mixture of spontaneous and planned opportunities that are interesting and suitable. The pre-school room provides a well planned learning environment with designated areas that cover all areas of learning.

Children learn about number and shape as they play. Two children play a computer game where they must arrange the numbers one to ten in order. One child correctly identifies each number as the other clicks on the mouse to drag the image into the correct place on the screen. They work well together to complete the task and are pleased when they are successful. Elsewhere in the room, a child uses stencils to draw shapes. She accurately draws around a stencil three times, correctly identifying the shape and announcing that she has made 'a line of three rectangles'.

Children enjoy creative play. They select a range of art and craft resources to express themselves through paints and glue. Children particularly enjoy 'driving' the car in the role play area. Three boys create their own scenario of a journey, one of them driving the others along. Children enjoy stories and music. A group of children listen intently to the story about a space journey, and enthusiastically join in with the reader as she counts down to blast off of the rocket.

Children take responsibility for their own learning through use of the 'choosing board'. On this, each available activity is depicted. The children must put their name label under a picture before they start to play in that area. When they move between activities they go back to the board and move their card before they do so. If the space under the picture is already full with other name cards, then they know that there is no room at this activity at that time and they must choose somewhere else to play. For example, a boy comes over to the board to select the computer as his next activity. However, he sees there are no spaces available under it, and so he chooses to play in the construction area and puts his name under that picture instead. This system encourages children to consider what they are going to do next. It provides a clear visual overview of the activities that are available to them on that day, so they make an informed choice. All children use this system confidently, recognising their name cards with ease and making their choices throughout the day.

## **Helping children make a positive contribution**

The provision is good.

Children demonstrate good relationships with one another and with the staff. This creates a cheerful atmosphere. Staff show great interest in what children think and say. They are good role models for the children to follow because they respect each child individually. They are kind and patient throughout the nursery day and show great affection for the children in their care.

Children's spiritual, moral, social and cultural development is fostered. They learn about our diverse society in a variety of ways. Children use resources such as books and displays that reflect people from a wide range of cultures and those of different ages, abilities, and gender. This understanding is enhanced through learning about other cultures and beliefs through activities and topics. For example, children have looked at the way Christmas is celebrated around the world. This allows them to find out about how other countries celebrate a festival that is already familiar to their own experiences. Staff have a good working knowledge of how to implement the nursery's strong written statement on equality of opportunity. This ensures that children benefit from an inclusive approach that is consistently applied throughout the nursery.

Children with learning difficulties and/or disabilities are given a good level of support to enable them to progress well. Although no such children attend at present, suitable systems are in place to help assess and plan for any children and their families who might require additional support. Children manage their own behaviour very well. They are busy and focussed on what they are doing, and are not at all disruptive or over boisterous in their manner. All staff promote positive behaviour through praising children for their efforts and achievements.

Children benefit significantly from the good relationship that exists between their parents and the nursery. Parents find the nursery staff approachable to talk about their child's wellbeing. Staff greatly value the information parents offer. Parents are given written details of their child's day, noting what they have eaten, how they have slept, and what they have done. These diary sheets provide an informative window into their child's day which parents value.

Parents throughout the nursery are given a great deal of information about how their child is helped to learn and develop. Informative displays are supplemented by curriculum evenings. These are focussed on the different age groups of children who attend the nursery, and provide explanation and details about how the staff implement the curriculum for all children.

Partnership with parents is good with regard to the provision of education. Children benefit from the value the nursery places on parents' involvement in their education as this provides a consistent approach between home and setting. Parents are given a great deal of general information about the play based curriculum. This is enhanced by photographic displays of children learning and notice boards that detail the current learning objectives.

Parents are welcomed into the nursery to discuss their child's progress at any time. They can see their child's assessment profiles whenever they wish. In addition to these informal opportunities, parents are invited to key conference meetings every six months in order to have an in depth discussion with the keyworker about their child's progress and future learning. They are also given ideas of how to further children's learning at home through general discussion and articles in the nursery newsletter. Helpful 'Key Cards' are displayed on the notice

board and these suggest meaningful ways for children to learn as they do routine tasks and outings, such as going to the supermarket.

## **Organisation**

The organisation is good.

Children flourish at the nursery because it is well managed. There is a clear system in place where roles are clearly defined and known by all. This produces a calm and purposeful environment where children's needs are the first priority. Well designed systems are in place to empower staff to perform their roles well. A comprehensive recruitment process ensures that adults who work with the children are suitable. Employees are given a high level of support through complete induction procedures and regular appraisals. A variety of training opportunities enables them to extend their knowledge. The practices of the nursery are underpinned by an extensive range of well designed policies and procedures. These are reviewed regularly to ensure they reflect current legislation and requirements.

Leadership and management are good. The nursery manager oversees the provision of nursery education well to ensure that the pre-school children benefit from an exciting and well delivered curriculum. Communication between the different areas of the nursery is good, enabling children to benefit from a co-ordinated approach. The provision is thoroughly evaluated to ensure it is successful and relevant. Frequent staff meetings enable all to be involved in the planning and day-to-day issues of the nursery which promotes stability and a considered approach to future developments. Overall, the provision meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the previous inspection of care and education, the nursery was asked to consider several issues. All have been successfully addressed. In the provision of care, staff were asked to review the system of recording children's attendance to ensure times of arrival and departure were accurately recorded. This has been fully addressed, and daily registers now indicate the exact times each child is present. They were also asked to provide parents with a written statement that gives details of the regulatory body. A written procedure for making a complaint is now made available to all parents. This contains the address and telephone number of Ofsted, enabling parents to contact the regulator should they wish to do so.

In the provision of nursery education, the setting was asked to increase staff's knowledge of how to promote children's understanding of calculating through everyday activities. Staff now routinely include simple questions to encourage children to consider addition and subtraction as they play. Finally, the nursery was asked to consider ways to enable children to link sounds with letters. Staff have implemented a number of practices through the daily routine and through general play to encourage children to do this well. They use their name cards throughout the day, and many demonstrate knowledge of the sounds of written letters, an interest in the written word, and are able to identify the initial sound of a word spoken to them.

## **Complaints since the last inspection**

Since the last inspection 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.

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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 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):

- monitor staff deployment in the baby and toddler unit to ensure that children enjoy a high level of support at all times

#### **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):

- further develop the routine to encourage the pre-school children to free flow between the indoor and outdoor areas to enable them to benefit from frequent opportunities to play in the fresh air.

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](http://www.ofsted.gov.uk)