

Daisy Chain Nursery At Westbourne

Inspection report for early years provision

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Daisy Chain Nursery at Westbourne is one of two childcare provisions owned and operated by Daisy Chain Nursery (Emsworth) Limited. It first registered in 2007. It is located in the Church Hall in the village of Westbourne, West Sussex. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It provides sessional care for children in the early years age group, from the age of two years. There is no provision for children aged under two years. It is open each weekday during term time, from 8.30 am to 12.00 noon, with an optional lunch club on Wednesday until 12:30pm. A maximum of 30 children may attend the nursery at any one time and there are currently 47 children on roll who attend various sessions. Children use one main hall with associated toilet facilities and an adjacent kitchen. They have access to a fully enclosed outdoor play area.

There are currently six members of staff employed to work with the children; five staff have early years qualifications. The nursery has established close links with the wider early years network. There are systems in place to support children with English as an additional language and those who have learning difficulties and/or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery has established very successful systems to ensure that all children's needs are comprehensively met and there is excellent support from dedicated and knowledgeable staff. There is a very high level of opportunity for child-initiated learning which is constantly encouraged and included. There is accomplished and well organised leadership and management, with a strong emphasis on ensuring all areas of the Early Years Foundation Stage are met and continue to be improved. Self evaluation is effectively used across all areas of the provision. There are proactive and committed partnerships in place with parents and carers, who are inclusively involved and encouraged to support their children's learning and progress.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- practice regular evacuation drills involving all children attending the setting and record the details in a fire log book

The effectiveness of leadership and management of the early years provision

The nursery has very well organised leadership and management. There are comprehensive systems in place for recording and maintaining all documentation; this is all up-to-date and available for inspection. A full range of written policies and procedures are provided and these are regularly reviewed and are available for parents and staff to read. The staff have a very good understanding of safeguarding issues and of the procedures to follow if they have any concerns regarding the welfare of the children in their care. Children's safety and security is consistently maintained at all times and staff follow very well-planned daily routines. There is also a high ratio of staff to children which is increased according to the needs of the children attending. Staff follow daily rotas to maintain safety and show strong team work. They continually update their knowledge and awareness through attending training, for example child protection training.

There are very detailed systems to ensure that all clearances are completed for all staff employed and full documentation is available to support this; including annual appraisal systems that assess and update staff suitability. All visitors to the premises are recorded and parents also complete written documentation in advance if children are being collected by others. The nursery also shares individual passwords with parents to fully ensure children's safety.

There are clear and precise records of risk assessment in place and these show how any hazards to children are managed effectively. New details have been included for risk assessment to correspond with the nursery's return to the refurbished church hall and these include how various hazards on outings have been managed. For example, walking to the local school and using a rope for all the children to hold. The fire emergency procedures are displayed and records show that previous fire evacuations have been carried out with children and an ongoing fire log has been established. However a fire drill has not been completed since the return to the current premises.

There are well written procedures for managing complaints and the provider is very clear about her responsibility to record and respond. There are detailed records of children's accidents and any treatment provided. All regulations regarding administering medication are followed and recorded, and the nursery displays information about contagious diseases. There are policies and procedures to include all these areas of the provision and these comprehensively promote children's safety and well-being whilst at the setting.

The nursery resources are purposefully and effectively arranged every day to provide a very wide choice for children. The providers have fully utilised all areas in the main hall and the secure outdoor area. Children show that they have quickly settled into the newly modernised building. They have become confident about knowing where to find play equipment and in making decisions about their activities. The nursery has a strong emphasis on freedom of movement and this results in children showing a higher level of interest when they do come together for short times at registration, story or singing and action times.

Children are fully encouraged to understand differences and to accept each other's level of ability. They show very effectively how they respond to the individual needs of those around them. The setting celebrates different festivals and cultural events. The children are learning greetings in other languages and have clothes for role play from other cultures. There are also close links within the local community to encourage children's awareness of differences in the lives of people around them.

The management and staff show very positive attitudes towards working together, especially in evaluating areas of the provision. They show enthusiasm and dedication towards driving improvements and have fully managed the transfer of the nursery back to the original building with ease. The manager has introduced a variety of systems to monitor and assess children's development.

The nursery liaises very closely with parents from the start. There are visits and opportunities for questions and the nursery includes key person systems and develops sound knowledge about children's routines, preferences and levels of development. Parents can settle children individually and fully arrange individual care and support. Parents are very happy with the provision and fully appreciate the commitment of the staff. They are substantially involved with children's learning records, providing regular updates about progress at home and agreeing children's next steps in learning. Parents are able to enjoy sharing children's records of learning with the wider family.

The nursery has well -established and close links with the jointly owned full-day provision in the locality. Bank staff are regularly shared between the two settings. Management provide strong support and hands-on involvement with the children.

The nursery has developed and arranged visits to the local school and there are well organised and planned routines in place for children who transfer. There also community connections with other hall users, for example the toddler group. The fully established links with professionals in the wider community ensure that children's individual needs are precisely and successfully supported and this enables the nursery to make strong progress for all the children attending.

The quality and standards of the early years provision and outcomes for children

Older children are exceptionally eager to involve themselves in all the activities on offer from the moment they first arrive; they seek out their friends and their favourite play resources and they settle with each other immediately. Younger children who are learning to separate from parents have individual attention from staff members, who clearly understand each child's needs and use reassurance and encouragement. Children are soon showing increased confidence and learning from interaction with other children.

Older children show very high levels of confidence. They are keen to hold

conversations with adults and to talk about their families and recent events. They are well informed about the different activities available, purposefully showing how equipment and resources are used and learning to follow pictorial instructions with confidence. Children are competent at understanding and following the daily nursery routines which are displayed in both pictures and text. They respond immediately to the subtle sounds of a rattle, which signifies group registration time. This ability to calmly respond to instructions is essential for safety within the setting. It also provides a valuable skill as children move on to primary school.

Children instantly know where to gather together and responsibly answer their names. They are very used to learning the morning greetings in different languages from staff and they are encouraged to repeat, "Bonjour" or "Nameste". They practise counting all the children together and take turns to lead the counting of boys and girls separately. This is an excellent way of teaching early maths skills. Children are competently recognising that there are more boys than girls and staff agree. Children take turns to organise the weather board at group time and all the children join in saying the days of the week in sequence and agreeing it is Wednesday. They eagerly count together to reach the next number for the correct date and these repetitive practises ensure that many sequences are embedded for life. Children talk about the weather and say it is windy because the trees are moving, other children say they had to put their hood up because it was raining. Communication skills and grasp of new vocabulary are thereby encouraged in a meaningful way.

Children listen well and follow thought patterns; they are becoming used to speaking in front of a group and have ample opportunity to use language to express meaning. Staff are currently extending children's awareness of feelings and using a 'persona doll' with cards and pictures. Children instantly recognise anger and sadness from the facial expressions depicted and they can readily explain what makes people angry. They describe situations from their own experience, for example siblings not sharing and kicking balls at each other. They know that angry faces are connected with "being naughty". Children practise making different facial expressions for sadness, being scared and finally being happy. They give very clear indications that they fully understand how emotions are affected by different events and they can all relate to being happy at the beach or on holiday. Again, valuable social skills are being taught in a fun and exciting way.

Children show high levels of capability when using technical equipment. They independently manage to play and listen to stories, wearing headphones in a group and using the book and the pictures whilst listening. Children are very engrossed; they know and say the words to the story as this is being read. Children ask for the cameras, stating which colour camera they would like to use. Staff confirm that many of the pictures are taken by the children; they remind children individually how to operate the cameras. Children also have opportunities to use programmable toys and to learn to follow instructions and plan routes in advance.

Children sit together to construct with magnetic shapes, they concentrate well and join items together, fully understanding and explaining that all the coloured sides must face one way to enable the magnetism to work, thereby exploring early

science principles. Children are keen to complete simple puzzles and they spend time learning to recognise and fit the shapes. They manipulate the playdough, using tools to shape and cut. They make 'biscuits' and recognise that there are two when they cut a shape in half. They make snails and caterpillars, talking about size and colour, also about how snails move and what they eat. Children show a very strong and wide experience of the world around them, they include information about where they have recently been and can name places nearby. They are eager to explain how they help with cooking but sometimes they do not always like the taste, especially some ingredients that make up "trifle". The children clearly enjoy learning and take pride in their achievements.

Children wear dressing up clothes and engage in physical movements to correspond with the clothes. They are policemen at times and often revert to digging, sweeping and raking outside with tools in the bark, shovelling the bark and filling wheelbarrows. They show confidence in their movements and capabilities and know that this is a "job". They have learnt about planting and tending tomatoes in containers. Children help to carry water in large jugs for the outdoor water trough. They have continual access to the secure garden and can freely move between indoor and outdoor play during the session. They climb with agility and explore their own capabilities on the indoor and outdoor apparatus, scrambling and sliding, learning to use alternate feet on the steps and taking turns. They are keen to have a camp on the climbing frame outside and show excitement when staff use a sheet to cover the top section; children sit together inside noticing how much darker it is inside. There are saucepans hanging on the fence for children to make sounds and practise rhythm. They also paint with water and make marks with chinks on the wall. Children are learning to draw around their hands and use scissors to cut out the shape, they use these shapes to make flowers with pipe cleaners. Children show enthusiasm for singing and action time, they also listen attentively to stories in large and small groups.

As children develop, they show very high levels of independence in managing their own personal care. They all have individual water bottles to access at any time during the session and this helps to encourage them to understand when they are thirsty. They use the toilets capably and know that they must wash their hands to ensure cleanliness after using the toilet, before snack time and before eating packed lunches. Children carry their plates and choose healthy food for snacks, they pour drinks at the table and sit together sociably. Staff support the younger children and show them the daily routines which also encourages them to see and recognise their own names.

Children show they are becoming accomplished across all areas of learning and their sense of belonging and being valued is strongly and effectively promoted through the high level of attention from staff at this well organised and well resourced setting.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met