

# Daisy Chain Children's Nursery

Inspection report for early years provision

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<b>Inspector</b>	Patricia King

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<b>Type of setting</b>	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 was registered and opened under the management of this provider in 2009. The nursery operates in a converted two storey property situated on the outskirts of Blaby which is in the south of Leicestershire. All children share access to fully enclosed outdoor play areas.

The setting is registered on the Early Years Register, the compulsory and voluntary parts of the Childcare Register. A maximum of 35 children in the early years age range may attend at any one time of whom no more than 12 may be under two years and there are currently 54 children on roll. The setting is in receipt of early education funding and supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery opens Monday to Friday 7.45 am until 5.45 pm all year round, apart from a week at Christmas and statutory bank holidays. There are currently nine members of staff, including the proprietor. All staff have early years childcare qualifications. The nursery receives support from a mentor/teacher from the Local Authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are happy, settled and confident because the staff take great care to establish all available information about them and their individual care, learning and development needs. Excellent partnerships between providers, parents and other agencies ensure that all individual needs are met, children are fully enabled to participate and they are effectively safeguarded. The environment and daily routines are organised to provide innovative and challenging opportunities for children make good progress in their learning and development in relation to their starting points and capabilities. Highly efficient systems to monitor and evaluate the setting's performance secure a genuine capacity to maintain development.

## What steps need to be taken to improve provision further?

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

- drawing upon an extended range of quality improvement tools that are available to continue to plan, organise and evaluate your performance to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet children's individual needs.

## **The effectiveness of leadership and management of the early years provision**

The provider is experienced, well qualified and an inspiring role model. She leads a team of knowledgeable, enthusiastic staff who are committed to a common aim of promoting children's welfare and ensuring they maximise every opportunity to support children's learning across all areas of the curriculum. Together they continually reflect and review their practice and the services provided maintaining a consistent capacity for future development. Robust recruitment, vetting, induction and appraisal systems ensure that all adults working with children are well prepared and suitable for their work. This results in a cohesive, dedicated staff group committed to achieve excellent outcomes for the welfare and learning of all children attending the setting.

A comprehensive and detailed range of operational policies and procedures are in place and regularly reviewed to ensure they are contemporary and efficient. Staff demonstrate sound understanding of these documents and how to use them effectively to safeguard children. Excellent communications and information to parents ensures they have clear understanding of the operational and regulatory responsibilities of the setting and the services provided to children and their families. In discussion and by feedback questionnaires, parents express their praise and appreciation of the setting and key persons. Their comments inform they feel totally included and involved in every aspect of their child's care, development and learning. Every effort is made to work with all agencies involved in the children's care and welfare and positive partnerships are established to enable every child to fully participate and benefit from their time at the setting.

Safety is of paramount importance in this setting and detailed risk assessments indoors, outside and on outings ensure hazards are identified and minimised. The provider has created a vibrant, exciting, challenging environment where children enjoy innovative opportunities to learn through their play and experiences. Consequently children are inspired to achieve well and make excellent progress.

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

Children enter this setting with anticipation and enthusiasm eager to explore and take part in the extensive range of innovative and stimulating opportunities offered to them each day. Staff pay careful attention to children's interests and suggestions and use these imaginatively to encourage child led activities. For example, sand play triggered the children's imagination to create a beach in the setting. Staff responded with enthusiasm to support and resource this activity. Soon the whole nursery was enjoying a beach party and associated activities according to the individual children's age and capability. In this way staff skilfully captured the children's imagination and interest to support and extend their learning. They know when to intervene and when to stand back which means children develop confidence to explore or seek help when they need to. Staff are exceedingly skilful at capturing such spontaneous opportunities to promote

learning and use the events effectively to observe and assess children absorbed in their play.

The indoor and outdoor environments abound with excellent planned and spontaneous activities to promote learning and all children have access to these opportunities within the daily routines. Staff demonstrate extensive knowledge and understanding of the Early Years Foundation stage as they plan and organise the routines skilfully to include all areas of learning in the two environments. This promotes children's physical health and well-being as they play and learn in the fresh air daily.

Staff nurture and encourage younger ones to extend their skills and learning at every opportunity. For example, each day some contents of the treasure baskets are changed to encourage little ones to explore new experiences whilst finding familiar and favourite items to comfort and reassure them. In this way children become confident and interested in their learning. They develop a real sense of belonging and self-esteem which positively promotes their learning and development.

Staff demonstrate excellent role models and children respond happily to reminders when their behaviour is sensitively challenged. They show care and consideration for others, for example, sharing and helping in group activities and beam with pride when their efforts and achievements are recognised and praised. Children are encouraged to explore, learn about the natural world, how things grow and the world around them and have hands-on opportunities to plant and cultivate vegetable and fruit crops at the setting. They are learning to show concern and care for others as they develop friendships, help each other and raise funds for others less fortunate in their community and the wider world. Children's knowledge and understanding of the world is well promoted because differences are recognised and valued. For example, significant events are celebrated, staff talk to children about their own and other cultures and they have access to toys and resources reflecting diverse languages, lifestyles and practices.

Robust systems are in place to observe, check, secure and record children's learning which means that planning is effectively informed to identify next steps. This setting effectively recognises the uniqueness of each child and supports every child so that no individual is disadvantaged. This results in every child attending being an active and competent learner making excellent progress according to their starting points and capabilities during their time in this 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

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

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

The quality of the provision in the Early Years Foundation Stage	1
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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