

Daisy Chain Nursery

Billingham Church of England Primary School, Fen Road Billingham, LINCOLN, LN4 4HU

Inspection date

Previous inspection date

31/01/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- The quality of teaching is extremely strong and delivered to a consistently high standard by all members of staff. Teaching is rooted in a comprehensive understanding of the educational programme and of each child's ability and preferred learning style.
- All staff have high expectations for children's achievement and provide children with rich learning that ensures all children make rapid progress in the learning and development.
- Children form exceptionally strong bonds with their key person, all staff and children. They develop an excellent understanding of healthy lifestyles, how to manage risk safely and their behaviour is exemplary.
- The leadership and management is inspirational and continuously drives improvements that staff, parents, children and partnerships are fully included in. Safeguarding is prioritised through the robust systems that are in place to keep children safe, excellent team work and the commitment of highly dedicated staff.
- Partnerships with parents are firmly embedded and make a significant contribution to the progress that children make.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector had a tour of the premises, observed activities in both playrooms, the outside learning environment and spoke with staff and children.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision and spoke with the lead practitioner from the Children's Centre.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included from the setting's own parent survey and feedback.

Inspector

Anne Barnsley

Full report

Information about the setting

Daisy Chain Nursery has been operational since 2001 and re-registered in 2013 when it moved to its new purpose build premises on the site of Billingham Primary School, Lincolnshire. The nursery is registered on the Early Years Register. Children are cared for in two different rooms according to age and both rooms have direct access to the enclosed outdoor areas. The nursery serves the local area and is accessible to all children.

The nursery employs eight members of child care staff, two volunteers and one administration member of staff. Of the childcare staff, the provider who is also the manager, holds a degree in early years, and five staff hold appropriate early years qualifications at level 3, one at level 2 and one is nearing completion of a level 2 qualification. The nursery opens Monday to Friday term time only. Sessions are from 9 am to 3 pm. Children attend for a variety of sessions. The nursery provides funded early education for two, three, and four-year-old children. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- encourage staff to have more confidence to deviate from the focused learning objective in planned activities, by exploring and further extending children's self-initiated conversations in order to enrich the already highly purposeful learning they receive.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The quality of teaching in this nursery is extremely strong and delivered to a consistently high standard by all members of staff, including those who are still receiving training. All staff have high expectations for children's achievement and provide children with rich learning that ensures all children make rapid progress in their learning and development. This is a knowledgeable staff team who skilfully translate their knowledge of how young children learn into exciting and challenging experiences that reflect each child's individual needs and interests. Teaching is rooted in a comprehensive understanding of the educational programme and of each child's ability and preferred learning style. Observations, assessment and planning are highly effective tools that staff use seamlessly to provide children with purposeful learning that has meaning to them. Staff provide an excellent balance of adult-led and child-led activities and engagement in all learning is consistently strong.

Children are provided with an extremely well-resourced, rich learning environment in this new premises. They access their resources independently and are highly industrious, active learners. Learning is a continuous process throughout the nursery, indoors and outdoors, and children demonstrate an eager, enthusiastic desire to learn. The majority of children are extremely articulate and organise their own ideas by discussing what they want to do. Staff always listen to the children and encourage their thinking. Regardless of what children decide to do, the staff skilfully focus on children's next steps in learning as well as covering all other areas of learning through excellent questioning. The questions that staff ask consolidate things children already know and extend their existing knowledge to what they need to know next. For example, staff ask a lot of, 'do you remember' questions that re-visit previous activities and explore children's understanding. They ask, 'what do you think might happen next, what do you think we should do with this, how do you think we could get that to work', which promotes children's critical thinking and develops their problem-solving skills. It helps children to explore, investigate, and motivates them to want 'to have a go' and to try. Staff support children extremely well and if something does not work the first time, they encourage and reassure children so that they are confident to try again and develop their perseverance with tasks. Children learn to be self-assured and develop high self-esteem when they succeed and recognise that sometimes things have to be done several times, in different ways, until they get the result they intended. This is a very important part of children's learning that staff are fostering as it develops a culture of 'I can do this', which drives children forward in their learning. This is a highly stimulating learning environment, both indoors and outdoors, and children make excellent use of their resources and use their environment creatively. For example, the large sandpit becomes the surface of the moon because a child has silver boots that the children associate with astronauts. Children refer to the garden area as the 'Secret Garden', because staff, together with parents and the children, have created a magical area of awe and wonder. Children talk about the fairies and the 'Fat Bottom Dragon' who live there. They toast marshmallows round a fire, grow plants and vegetables and learn about bugs and lifecycles, tend to their worm-based compost, and learn about re-cycling. In the main outdoor area, children use water pumps and tubes to explore the properties of water, quantity and measure. They use crates, drain pipes and guttering for construction and balancing. Children use information and technology in a range of ways and are highly competent with computers, printers, electronic white boards and cameras. They listen extremely well during small group work and make very good progress with their letters and sounds, counting, shapes, colours and recognising numerals. Staff bring all areas of learning into everything that takes place, always referring to sounds, letters, numbers and also introducing new vocabulary to children to extend their communication skills. On very rare occasions some minor learning opportunities are not extended to the maximum potential, but this is because focus is being placed extremely well on the main learning objective. For example, when children are playing with blue shaving gel during an activity, the member of staff talks to the children about the colour blue, but overlooks talking about the fact the gel turns from blue to white when it is touched. Although size and numbers are actively included in the activity, some comments that children make about size are not fully explored. However, this has minimal impact and does not detract from the rich learning that children receive in this activity and throughout the nursery. Significant focus is placed on children's language and mathematical understanding and is promoted extremely well through all areas of learning in all activities. When children leave

this nursery they are well-prepared for school.

Staff involve parents in their child's learning in many ways, which makes a significant contribution to the rapid progress children make. Parents contribute to the progress check at age two, which helps to identify any gaps in a child's learning at an early stage. This enables staff and parents to take prompt action to reduce the gap or to seek additional support if this is needed. Parents contribute to their child's observations and assessments by adding their comments from home about any achievements, special interests or events. Staff use this information extremely well to contribute to their planning, which ensures that children's full range of experiences are fully considered. Parents are provided with ideas about ways in which they can support their child at home to consolidate or extend the learning that takes place in the nursery. They attend 'stay and play' sessions, which enables them to be actively involved in activities with their child. These sessions are extremely well attended by both mums and dads and this has a very positive impact on children's learning. Parents also helped to create the outdoor garden area and are extremely supportive of nursery initiatives and improvements. Staff meet with parents daily and additionally have termly, formal meetings to go through learning journals and assessments. Parents are able to see exactly what stage their child has reached, where they need to go next, why this is necessary and how they can help. Parents are provided with learning resources to use at home with their child and also take home the camera so their child can take photographs of things that interest them to share with the children at nursery. This helps to promote children's self-esteem and their communication and technology skills. Staff show a high regard and respect towards parents as their child's primary educator. They demonstrate how seriously they value their contribution, knowledge and skills through these examples.

The contribution of the early years provision to the well-being of children

Children form exceptionally strong bonds with their key staff and all other staff in the nursery. Staff gather comprehensive information from parents about their child's routines, needs and ability. They consult fully with parents about their expectations for their child and work extremely closely with parents to ensure that these expectations are met. Staff have an excellent understanding of the prime and specific areas of learning and include children well in making decisions about their learning. Staff interaction is highly respectful and gives children a strong voice in the nursery. As a result, children are confident and self-assured. Their own interactions mirror the respect that staff model. Staff support children extremely well with their transitions within the nursery. Key staff spend time with children in their new room helping them to adjust before they move. By the time children leave the nursery they are emotionally prepared and have developed the skills they need for their future transitions.

Staff prepare children very well with their understanding of time and routine. Children are given the responsibility for making choices and learning how to organise themselves. Staff consult with children in advance when snack time is coming so that children can plan how they wish to organise their play around snack time. They inform children what choices are on the menu for snack today so that children have time to think about what they would like. It is necessary for children to consider how many children are already having snack and if there a place for them now or do they have to come back in a while. All children

collect their name, which the majority of children recognise with ease, and they find a place with a table mat. Children serve themselves and help to tidy up when they have finished. They eat extremely healthy snacks and often try new foods, such as unusual fruits. Children also learn well about foods from around the world, other cultures and customs. At the inspection, they have a restaurant where they eat many different types of Chinese food and learn about Chinese New Year. The food has been contributed by a parent, which demonstrates another way in which parents are actively involved in the nursery. Children eat with chopsticks and many can do this really well, showing good physical control. They explore the fortune cookies and show an interest in what is written on them, which further promotes their literacy and communication skills. Children's self-care skills and growing sense of independence and responsibility is further promoted as they help prepare snacks and foods, set tables and pour their own drinks. At lunch time they organise their own lunch boxes and enjoy a relaxed social time with staff and children. Throughout the day children are chosen to be responsible for keeping an eye on the time by using a sand timer and alerting others when it has run out. Children are remarkable at remembering to do this while they are engrossed in their play, checking the sand timer and shouting out 'it's time now'. They retain information extremely well and show an excellent understanding of why time, routine and rules are important. Children's behaviour is extremely good and, as a result, children in this nursery are independent and self-sufficient.

In addition to learning about healthy foods, children develop their understanding of healthy lifestyles through their outdoor experiences and activities that help them to learn about their bodies. This includes learning how to take care of their bodies safely to avoid accidents and injuries. Many activities that children participate in have an element of risk attached, such as, climbing on crates, balancing across planks or toasting marshmallows round an open fire. Staff deployment and supervision is robust and vigilant, which keeps children safe. However, staff actively promote children's independence in these activities and focus on teaching children how to be safe for themselves. Through the well-considered guidance and rules, children learn how to take risks safely by fully understanding their responsibility and consequences. For example, children know why there is a fire blanket and a sand bucket as part of the fire pit equipment. They understand road safety rules when they go out on trips. They understand jobs that people do to keep us safe and why it is important to tell these people if they feel unsafe about something. Children understand the expectations of staff and how to use resources, such as scissors safely, why running indoors is dangerous and that being kind and considerate to others by sharing and taking turns is important.

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

The leadership and management is highly successful at sustaining quality and driving further improvements that enhance practice and benefit the children. Safeguarding is prioritised by all staff who have an in-depth knowledge and understanding of their duty to protect children. All staff effectively translate the policies and procedures into practice to ensure the smooth running of the nursery to keep children safe at all times. Recruitment, induction and a robust supervision and appraisal system ensure that all staff constantly

update their skills and knowledge and are kept fully informed about any changes and new initiatives. Management ensure that all new staff complete the relevant checks that are required and are fully vetted for their suitability. All new staff are supported through a buddy system with a more experienced member of staff during their probationary period and while completing training. Afterwards they continue to be supported while they develop the skills and level of expertise required to be assigned to a key group of children.

The staff team is inspired, extremely well-led and cohesive. All staff have a shared vision for the success of the nursery and all work together with the manager to achieve their goal. Monitoring systems are robust and continuously applied through a focussed programme that covers all aspects of practice. Observations, assessment and planning are thorough and purposeful. Staff all assume individual responsibility for the quality of their practice. Each member of staff has a very clear plan in place to progress every child in their learning and also a very clear plan in place for their own professional development. This ensures that each member of staff is very capable of assuming responsibility for the nursery because they all have excellent knowledge of the children and of the organisation of the nursery. Staff have highly effective teaching skills. They use the skills and knowledge they have acquired through their qualifications well and continuously build on these through further training to improve learning for children. This is an established nursery which has re-registered due to moving premises. The manager has achieved a degree in early years and this has inspired other staff to consider undertaking higher qualifications, which are currently being explored to find the most appropriate. Further to this, a great deal of purposeful training has been completed within the team, particularly around language and communication, adding further expertise and diversity to the existing staff skills. Self-evaluation is a continuous process of reflection and involves all staff, parents, children and partnerships. Since the last inspection, improvements have continued to be driven with rigor and purpose to benefit the children. The most significant of these is the move to the new, purpose built premises, which benefits the children as they have a more vibrant learning environment. The improvement plan continuously moves forward, raising targets that consider all aspects of the environment, resources, partnerships and staff development. This nursery demonstrates no sympathy towards complacency and constantly strives to build on the existing excellent care and learning they provide. The manager and staff keep themselves very well informed of new initiatives and embrace this as a challenge and an opportunity to improve further.

The well-embedded and highly proactive partnerships that are in place contribute significantly to the high quality of care and learning children and their families receive. The strong partnerships between the nursery, children's centre and school ensure that children and their families receive high levels of linked support that meet their needs. This is a continuous process, which accurately tailors support that is based on solid knowledge and a shared understanding of what is needed to help progress children and reduce gaps in their learning in readiness for school. Staff work very closely with parents and involve them in all aspects of their child's care and learning. They take full account of the learning that parents feel will have the most impact for their child. Staff are extremely skilled at approaching learning in many different ways and from many different angles to help move children forward with their learning to prepare them for school. This includes having the correct mechanisms in place to support children with special educational needs or children

for whom English is an additional language. By the time children leave this nursery they have acquired the skills they need for their future learning at school.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY465803
Local authority	Lincolnshire
Inspection number	933022
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	52
Number of children on roll	48
Name of provider	Carole Farrow
Date of previous inspection	not applicable
Telephone number	01526860786

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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