

Daisychain Nursery

at 1 Clifton Park, BRISTOL, BS8 3BS

Inspection date	16/04/2014
Previous inspection date	24/06/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Teaching is excellent because great care is taken to ensure that learning is exciting and captures children's interests.
- Meticulous record keeping and the implementation of highly effective policies and procedures mean that children are safe at all times.
- Secure bonds are evident throughout the nursery in the inspirational interactions between adults and children.
- Excellent partnerships both with parents and other professionals, ensure that children's individual needs are recognised and given the utmost priority.
- Leaders and managers of the nursery are dedicated professionals. All staff embrace reflective practice and work closely together to constantly monitor and evaluate the nursery.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities throughout the setting and outside spaces.
The inspector held meetings with the general manager and nursery manager, spoke with children and staff, including key persons, at appropriate times throughout the inspection.
- The inspector sampled a range of documentation which included staff suitability checks, the self-assessment information, children's observation, assessment and planning records and documentation linked to managing children's progress.
- The inspector conducted a joint observation of varied activities with the nursery manager.
- The inspector took into account the views of parents and carers spoken to on the day and information included in the parent and children's questionnaires.

Inspector
Julie Swann

Full report

Information about the setting

Daisychain Nursery is one of two nurseries run by the same management group. It registered in 2010 and operates from a large converted house in Clifton, Bristol. Children have access to an enclosed outdoor play area. The nursery is open each weekday from 8am to 6pm all year round except Bank Holidays. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 128 children aged from birth to under five years on roll, with children attending at different times during the week. The nursery supports children who speak English as an additional language. The nursery receives funding for the provision of free early education to children aged three and four years. The nursery employs 27 staff who work directly with children; of these 22 hold appropriate early years qualifications to at least level two. There are also two qualified teachers who hold Early Years Professional Status.

What the setting needs to do to improve further

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

- extend children's already very good independence skills through all routine activities.

Inspection judgements

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

Children throughout the nursery are exceptionally keen learners who make exemplary progress in all areas of learning. Staff have an excellent understanding of the Statutory Framework for the Early Years Foundation Stage and how children learn. The exceptionally knowledgeable staff team spend time observing what the children can do and analyse this information to identify children's next steps. This meticulous approach results in focused and targeted planning. For example, staff develop a role-play area for younger children fascinated with babies and home play. Staff enthusiastically model how to 'rock' dolls to sleep and children copy the movements back and forth as they remain engrossed. This promotes children's personal, social and emotional development. Children's learning journey records provide a clear picture of how children's learning is improving and developing over time and include a range of observations, assessments and photographs. This information is used exceptionally well by staff in order to gain appropriate support at an early stage. As a result, all children are developing excellent skills for their future learning, such as moving through nursery and on to school.

Staff interaction with the children is inspirational and helps to enable children to be well motivated and actively engaged. They support and challenge children effectively as

children explore an excellent range of equipment to acquire new skills to operate technology. For example, children actively engage in using the smart board and other programmable toys, extending their understanding about how they work. Staff place a very strong emphasis on developing children's early listening and communication skills. Staff use eye contact, facial expressions and baby signing within the nursery. This helps in reducing younger children's frustration and upset when communicating their needs before their spoken language is fully developed. Staff provide regular opportunities for learning new songs, sharing stories, learning letter sounds and for children to freely access the wide variety of reading materials. Staff use books to encourage younger children to use expressive language. For example, children point happily to the pictures of animals and make the appropriate sounds as they sit with staff. Older children are able to re-tell stories in the correct order and then act them out during role-play. High quality conversations and gentle, meaningful interactions between staff and children result in children being fully engaged in their learning.

Every room in the nursery is a hive of activity as children enthusiastically make independent choices within their play. Older children enjoy dressing-up and happily show off their 'action hero muscles' and make a den to hide in. This helps to develop their imaginative skills in a non-biased environment. Babies and toddlers thoroughly enjoy their activities. Staff sit on the floor, ready to interact and support the children as they wish. Children make their own choices of toys and equipment from an impressive selection of low level resources. Children crawl to the comfy 'cosy zones' in each room as they select musical instruments, mark making activities and wheeled toys to promote their all-round enjoyment and achievement. Babies especially enjoy exploring and investigating in the ball pool, hiding in the tunnels or using newly acquired skills of crawling or walking to navigate slopes and steps. Younger children enjoy exploring the feel of glue, feathers, shiny paper and cotton wool as they concentrate well on a collage activity. Each room is extremely well organised so that children have plenty of space in which to choose their own activities and resources and develop their play according to their interests and learning styles.

Staff know how young children learn and their expectations of what children can do are high. Teaching techniques are excellent across the nursery. Children make very rapid progress in their mathematical skills as they count and add throughout their songs and activities. For example, at snack time, they count how many children are at the table, adding one or two more each time more children arrive. They are asked how many there will be if one more child sits at the table, which number comes next and how many there are now. Children use numbers and counting as they play and develop an excellent understanding of shape, space, size and colour. Problem-solving skills are encouraged as children complete puzzles and build models using a wide range of construction bricks. Younger children explore the properties of sand and become totally absorbed in activities such as water play and filling and emptying containers. Children's physical development is promoted highly effectively as they take part in outdoor PE classes, dance and movement sessions and use wheeled toys, balls and other equipment in their daily outdoor play. The nursery staff plan a huge range of innovative experiences for children to learn about science and nature and many other activities, which children enjoy immensely. All children thoroughly relish their time in the outdoor area and their physical skills are rapidly progressing. These developing skills excellently support children's readiness for school.

Equality of opportunity is a real strength and all children are welcome in the nursery. Positive images are displayed around the nursery and major celebrations from a variety of faiths and cultures are celebrated. Parents are exceedingly well informed about their children's activities through daily contact with staff. They receive newsletters explaining current themes and how they may enhance children's learning at home as well as through shared written information in a home link book. Photographs in the entrance foyer show them how children learn from each activity that they take part in throughout the year. Parents may see their children's learning journals at any time and contribute to these. As a result, parents are fully aware of their child's development and any areas where their child's progress is less than expected.

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

A well-established and extremely effective key person system operates throughout the nursery. This helps children to form secure emotional attachments and provides parents with a familiar person to share information with regarding their child. Every key person knows their children exceptionally well and can clearly demonstrate how they are helping them to move forward and make excellent progress. Children's key people support them extremely well in their transitions between rooms and parents are fully involved. They are introduced to their child's new key person and new routines are explained. Staff help to ensure that children are familiar with the room they are moving into by taking them on visits and they share progress reports and any individual information needed to help children to settle. Throughout the nursery, children spend time with other groups in either outdoor activities or sharing story times. This helps them to become familiar with other children and staff.

Behaviour in the nursery is exemplary. Children display high levels of confidence and self-esteem as they negotiate with others, for example, sharing and taking turns within activities. They demonstrate excellent behaviour according to their age and stage of development; they are polite, listen to and follow staff requests. Older children take turns spontaneously and treat others with respect by talking politely to their peers. Staff are highly effective in managing children's behaviour, which means that children understand rules and boundaries and are extremely well behaved. All children show a strong sense of belonging in the nursery as they move freely in the environment. Staff carefully supervise children and are meticulous about completing vigorous health and safety procedures, safety checks and reviewing risk assessments in order to minimise hazards. Children confidently assist staff to identify potential hazards in the environment and complete their own checklist risk assessments. This highly impressive procedure ensures children learn to keep themselves safe indoors and outside.

Staff are nurturing as they support children to be independent in their personal care routines, to put their own coats on and to make choices in their activities and resources. However, staff do not always encourage children to extend their already excellent independence skills by allowing more able children to wipe their own noses. Balanced meals are freshly cooked and children enjoy what is on offer, some having second helpings. Staff support children to participate in group discussions when they sit together

during meal and snack times. For example, children hear the tap dripping in the bathroom. This sparks a very detailed discussion about the role of a plumber. Babies learn good hygiene routines as they grow and their independence with regard to personal care is effectively encouraged. For example, staff support babies in wiping their own faces after lunch. Meals provided meet all cultural and religious requirements and take into account any allergies children may have. Staff are excellent role models and extremely calm and polite when they speak to the children. As a result, children are learning to treat others with respect and their manners are superb.

Children play outside daily and participate in physical exercise with a wide range of high quality resources both indoors and outside to select and play with independently. They have space to run around and use a broad range of exciting play equipment that very successfully promotes their physical skills. For example, they can ride on the bicycles and balance and walk on the tyres, as well as going to the forest school area of the nursery. The regular physical activities help children to develop an awareness of the effects of exercise on their bodies. Sleeping after dinner is a restful time for children and those who do not sleep enjoy quiet play. For example, children choose to relax on large cushions and look at books. There is a range of multicultural resources available to support children's awareness of the diverse needs and cultures of others. Children explore different festivals, such as Chinese New Year and Diwali. For example, finding out about the type of foods other people eat to expand children understanding. Links with parents and carers are robust. This has an exemplary impact on the care and well-being of children and the progress they make in their learning.

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

Safeguarding is of paramount importance throughout the nursery. Staff have a robust knowledge and understanding of how to keep children safe and all staff have attended comprehensive safeguarding training. An excellent safeguarding policy is shared with staff and parents. This outlines the responsibilities of staff, the signs and symptoms of abuse, as well as contact numbers of professionals should staff have a concern about a child's welfare. This means any concerns are promptly dealt with. Very strong leadership and management drive the vision and ambition for this nursery. The manager works very closely with the general manager who demonstrates a 'hands on' approach to monitoring all aspects of the nursery. The management team has comprehensive recruitment, vetting and induction procedures in place to ensure the suitability of staff to work with children. The ongoing suitability of staff is supported through highly effective systems for supervision, appraisals and performance management. The management team have an excellent understanding of their roles and responsibilities. They support the staff to understand the ethos of the setting and the way in which an excellent service is to be delivered to children and parents. As a result, all staff feel fully coached and mentored.

The manager and room leaders oversee the planning and implementation of the stimulating educational programme. Through observing staff practice, they monitor the effectiveness of the quality of teaching. Staff record individual children's individual

progress to identify any children that may need further support to ensure that no child gets left behind. Comprehensive risk assessments cover all areas of the premises and outings to support children's safety and security. The management team have implemented rigorous and effective systems for self-evaluation to set challenging targets for improvement. The views of parents and children are included in the self-evaluation process as they fill in questionnaires and discuss ways they would like to improve the nursery. Parents receive comprehensive information about the nursery, including activities delivered under the Early Years Foundation Stage. In addition, policies and procedures such as the complaints policy, are shared with parents so they are informed about the nursery. This is in order to ensure that exemplary practice is continually shared so that children continue to receive the best possible learning opportunities and environment.

The highly effective partnership with parents is based on mutual trust and respect. This has a very positive impact on the care and well-being of children and the progress they make in their learning. The excellent links parents have with their child's key person ensures children's needs are met and supports parents in becoming involved in their child's learning within the nursery and at home. Careful consideration is given to supporting children when they move rooms. The parent, key person and new key person are all involved in the transition to make it as smooth as possible for the children involved. Parents are passionate about the nursery and eager to share stories about the great impact the nursery has had on their own and their children's lives. They speak with high regard and admiration for the staff and the manager and state; 'It's a great nursery with excellent staff that are really focused on the children' and 'The manager is outstanding, he really cares about the children and how to support them further as they explore the forest school'.

Information sharing and partnership working are excellent in order to support children's learning. Excellent transition arrangements support children who are moving on to their next phase of learning. Links are made with the school children will be attending and visits arranged where possible. Inclusive practice is very successful in this nursery. Early intervention systems and links with local agencies work very well in all aspects. This means that children with special educational needs and/or disabilities are supported very successfully to achieve their full potential. Excellent arrangements are in place to support children with English as an additional language. The nursery staff work together with the local authority to keep abreast of new developments and seek relevant training in order to develop their already excellent skills.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	EY400953
Local authority	Bristol City
Inspection number	816173
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	160
Number of children on roll	128
Name of provider	Daisychain Bristol Limited
Date of previous inspection	24/06/2010
Telephone number	01179706808

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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