

# Daisy Chain Childcare

Inspection report for early years provision

---

<b>Unique reference number</b>	EY101465
<b>Inspection date</b>	02/03/2012
<b>Inspector</b>	Caroline Stott

<b>Setting address</b>	High Ridge Park, Rothwell, Leeds, LS26 0NL
------------------------	--

<b>Telephone number</b>	01132825766
<b>Email</b>	jo@daisychainchildcare.com
<b>Type of setting</b>	Childcare - Non-Domestic

---

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Daisy Chain Nursery is one of four nurseries run by Daisy Chain Childcare Limited. It registered in 2002 and operates from four rooms in a purpose built nursery in the grounds of Haigh Road Infants and Nursery School in the Rothwell area of Leeds. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 50 children may attend at any one time, not more than 18 of whom may be under two years at any one time.

The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area. There are currently 128 children on roll in the Early Years Foundation Stage. Of these, 16 children receive funding for early education. Children come from a wide catchment area. The nursery employs 15 members of staff. All hold appropriate early years qualifications and one is working towards a Level 3 qualification. The manager holds a foundation degree in childcare. One staff member has Early Years Professional status and one staff member is working towards this. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery has gained a gold rating for health and safety and a five star rating from the environmental health agency.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery is a very secure setting and has a welcoming free play and learning environment. Children are making impressive progress towards the Early Years Foundation Stage given their age, ability and starting points. Staff gain a first-rate knowledge and understanding of children's individual needs and interests, successfully promoting their welfare and learning to a very high standard. Unique planning embraces children's interest fully and helps them progress well through their stages of development. Excellent partnerships with parents are established and the partnerships with other professionals are admirable. The nursery has participated in the local authority quality assurance scheme, completing self-evaluation forms, which enables them to identify areas for improvement. This demonstrates an outstanding capacity to improve.

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

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

- improving the area of Problem Solving, Reasoning and Numeracy in the plans of activities for children in the outdoor area.

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

The safeguarding children policy is very thorough and other informative policies and procedures are excellent. All staff are fully vetted and complete an induction period, which includes safeguarding, first aid and food hygiene training. High priority is given to children's security and procedures to enter the building are extremely robust. Comprehensive risk assessments are conducted, which are effectively documented for all areas and the outings undertaken with the children. This means very positive steps are taken to manage or eliminate risks.

The self-evaluation form has been completed methodically and ambitious targets are in place, ensuring strengths and weaknesses are identified. The staff are keen for parents to share their views and contribute to how the nursery develops through regular questionnaires and their website. Staff continue with their personal professional development fostering extremely good practices and promoting better outcomes for all children and their families. For example, senior staff engage with other staff to develop their key-children's interests. Staff have an excellent understanding of the Early Years Foundation Stage. This ensures children receive a quality range of experiences which reflect all areas of learning. There are ample opportunities for children to initiate their own play, from self-chosen resources in all areas, as well as benefiting from the broad range of adult-led activities, which enhance their learning and development. Each room exhibits attractive and welcoming displays, embracing children's experiences through photographs and their work, recording statements from the six areas of learning. These are enriched by children's, parents and staff comments and observations.

Excellent relationships are formed with parents and carers. Children's starting points are discussed with them through the 'current interest forms' which are updated on a regular basis. There are several on-going opportunities for sharing information through the notice board, organic interest boards, parent sessions and the website. The organic interest boards embrace experiences from home and the 'me and my family' boards in each room engage children through family photographs. These are highly effective in promoting a shared approach with the staff to their children's on-going development. This provides a wider understanding of each child's interests and learning needs which enables staff to plan more effectively. These are reflected in each child's well-documented learning journey files.

There are exceptional systems in place to support transitions between rooms within the nursery and on to school. Very valid information is shared with the local school to support children's learning. All children are highly valued and staff actively raise children's awareness of equality and diversity. Staff explain differences simply to children and using resources and discussion, enable them to learn about the wider world and respecting difference.

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

Children show a strong sense of security as they engage with familiar staff on entering their rooms. Healthy eating is actively encouraged as children are provided with healthy meals and snacks. Children enjoy a wide range of fruit through morning and afternoon snack times. Meals are social occasions; children sit together and develop skills including table manners. Staff wear aprons and gloves, ensuring best hygiene practices. All children have daily opportunities to enjoy physical development. Older children investigate their environment through digging and a game of hide and seek using the pop-up den. Toddlers hunt out hidden animal figures and delight in finding them, with names and animal sounds promoted by staff. Photographs demonstrate how children use the planters for vegetable and herb growing, which is extended further at a near-by allotment. Babies experience a trip to the local garden centre. This allows children to experience and learn about the local community and wider world.

All areas of learning are well thought out by the staff and extremely well provided for. Older children use play tools and a crane, enhanced with safety helmets. They engage with staff in a group 'Jolly phonics' session, incorporating the 'smart board'. Children actively use the board to write letters to extend their awareness of letters and improve their writing skills. This increases their communication, language and literacy development and gives them confidence in using information communication technology. Toddlers are absorbed in the story of the 'Bear hunt' as they participate with a walk through the school grounds, engrossed in seeking out cuddly bears. Babies explore making marks using crayons and paper on the floor. They enjoy showing staff their coloured crayons, also promoting their awareness of different colour. All staff observe their key-children regularly, fully embracing individual interests and tracking their development. This enables them to efficiently identify their next steps to promote each child's learning and set individual goals accordingly. This aids progress and they achieve exceedingly well.

Numbers are evident throughout the nursery, such as on displays and in various games which support children to match, sequence, measure and problem solve. Key-staff encourage older children to recognise numbers and count through an activity where children take turns to pull numbers from a jar indoors. This reinforces mathematical understanding. However, problem solving, reasoning and numeracy are not currently extended within the outdoor area, advancing these early skills. Creative development is promoted as toddlers roll balls in paint and around the paper. This dynamic activity embraces children's current interest of balls and messy play. Older children explore with corn flour mixed with water, gathering handfuls of the dough, discovering different textures. Children investigate the 'dark den' eagerly and use their imagination whilst playing with dinosaurs and 'mini beasts', expressing their thoughts and ideas.

Personal, social and emotional development is inspired. All children develop an excellent sense of worth through the first class interaction, care and attention they receive from the staff. For example, older children respond eagerly to the 'high five' system of praise and the reward stickers they receive. Children are keen to be

the 'happy helper' or 'star of the day'. Younger children in the baby room learn about other cultures and beliefs. For example, photographs and planning reveal how children make and try Chinese moon cakes, celebrating the Chinese moon festival, embracing local culture. This means children are developing a respect for themselves and others.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **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