

# Daisy Chain Day Care Nurseries

Daisy Chain Nursery, 382 Tag Lane, Ingol, PRESTON, PR2 7AA

## Inspection date

24/06/2013

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- The nursery is spacious and welcoming. It supports children's all-round development and emotional well-being, and provides a broad range of experiences that develop their growing independence.
- Children's behaviour is good and they make independent choices about their play. This supports them in developing a positive attitude to learning.
- Highly effective partnerships with other professionals involved with individual children ensure children receive the support they need.

### It is not yet outstanding because

- Opportunities to stimulate children's interest in writing for a purpose are not consistent. There is scope to enhance some areas so children can use writing materials in their imaginative play.
- What children already know and what they need to learn next are not sufficiently considered in the planning of some activities for two-year-old children. As a result, some children are not able to achieve to their best ability and some are not sufficiently challenged.

## 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 in the nursery and in the gardens.
- The inspector looked at children's records, learning journals and planning documentation.
- The inspector checked evidence of staff's suitability to work with children, and the provider's self-evaluation form and self-identified development plan.
- The inspector spoke with the manager, registered person, individual staff and children at appropriate times throughout the observations.
- The inspector and one of the managers conducted a joint observation.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Lynne Naylor

## Full Report

### Information about the setting

Daisy Chain Day Care Nurseries was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It originally opened in 2003 and is one of three nurseries managed by Daisy Chain Day Care Nurseries Limited. It is situated in detached premises in the Ingol area of Preston. The nursery serves the local area and is accessible to all children. It operates from four rooms, with older children on the ground floor and younger children on the first floor. There are enclosed areas available for outdoor play.

The nursery employs 15 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3, and one holds level 2. One of the managers has Early Years Professional Status. The nursery opens Monday to Friday from 7.30am to 6pm for 51 weeks a year. Children attend for a variety of sessions. There are currently 68 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- increase the availability of writing materials in role play areas so children can choose to use them in their imaginative play
  
- ensure that two-year-old children make the best possible progress by developing teaching strategies that provide sufficient challenge for the more able children and are stretching but achievable for the less able children.

## Inspection judgements

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

Staff plan and provide interesting experiences and activities for children. They use their knowledge of children's abilities with information that parents verbally share about their children's abilities at home. As a result, these experiences effectively meet children's unique needs and challenge them to make good progress. Where children's starting points are below those of other children of their age, assessment shows they are improving consistently and the gap is closing. Staff keep parents well informed of their children's progress, mainly through verbal exchanges. However, children's learning journals are also

available to parents, and these are shared at regular open days. Parents spoken to at the inspection feel well supported by staff to settle their child in and also feel well informed about the Early Years Foundation Stage and what their child has been doing.

In the baby room, staff stay aware of children's changing interests through observation and through talking to parents. They laminate and hang from coloured ribbons, pictures of children's favourite toy or television character. These attract their attention and encourage babies to explore and investigate. Children of all ages choose to look at books and listen attentively to stories read to them in small groups. Staff interact well with children and cleverly engage them in simple activities, which successfully extend their learning. They purposefully refine children's communication skills, for instance, they send children to the kitchen hatch to find out what is for dinner. Children listen carefully as the cook tells them and recall the list as they speak clearly to inform the group.

Two-year-old children are encouraged to count, recognise numerals and demonstrate an awareness of technology. They operate pretend phones in the home area and use toy tills when playing shops. Older children write their names to label their own work, and their emergent writing, with some recognisable letters, is used to label displays. They successfully develop their mathematical skills as they play many games involving the use of numbers. They demonstrate an ability to use different tools as they draw pictures on the computer using the paint software. Children learn about their community as they walk around the local area and take photographs of its features, such as the community centre and the dentist surgery. Children's awareness of the culture of others is mainly raised through craft activities. For St Patrick's Day, babies run their fingers through green paint, and for Father's Day, they place painted hands on cards.

In each room, crayons, paint and pens are available for children to use. Many children delight in painting and drawing; these enjoyable activities are beginning to promote their early writing skills and their creativity. However, consistent use is not made of opportunities for children to use writing materials for a purpose or in their imaginative play. In the two-year-old room, writing materials are accessible in their room but not introduced into their role-play area. Similarly, in the pre-school room, children are not inspired to write in the home area. However, in the construction area, staff have started to introduce printed materials, such as building supply catalogues and architect plans, and writing materials, such as a clipboard and pen, for them to use in their play.

All children are generally working comfortably within the typical range of development expected for their age, taking account of any special educational needs and/or disabilities. Staff purposefully plan opportunities for children with identified needs to play and learn in groups of varying sizes. This effectively helps them to achieve set targets while also developing socially and emotionally. Some activities are too teacher-led for two-year-old children. This results in too little challenge for more able children and too much challenge for less able children. Despite this, there is some very good teaching, which results in good learning for pre-school children. Outdoors, children eagerly collect twigs to help rebuild the bug hotel, which has been damaged by wind. They continue collecting with great enthusiasm and end up with a large number of buttercups, daisies, leaves and twigs. The staff member suggests they lay what they have found on black paper, which they do. Children count and look closely at what they have found and then make the initial letter of

their name on the paper. This spontaneous activity successfully encourages children's abilities in most areas of their learning. Children are particularly well supported to gain good skills in listening and speaking and in their physical, personal, social and emotional development. Pre-school children are interested and keen learners. Consequently, they are ready for the next steps in their learning, such as school.

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

Staff find out as much as they can from parents about children's likes, dislikes and routines, and take care to use the information. This enables children to feel very secure and settle well. Staff deploy themselves well around the rooms, and provide clear guidance for children about what is acceptable behaviour. Children develop warm relationships with caring staff. They receive praise and sometimes stickers for achievements and positive behaviour. This effectively promotes their self-esteem and confidence. Older children paint self-portraits on canvas, which are displayed on the wall and provide them with a sense of identity and belonging. Each child is valued and children are learning to respect and tolerate each other's differences. Staff purposefully plan games to help children understand different emotions. Children gain an understanding of risk through activities that encourage them to explore their environment. Staff encourage children to manage their own personal needs, which helps them develop independence.

At lunchtime, some children eat a nutritious lunch cooked on the premises, while others eat a packed lunch brought from home. They gain a good understanding of why it is important to have a healthy diet and the need for physical exercise. This is because staff plan experiences so children can discuss the health benefits of foods. For example, they handle and look closely at different fruits at snack time; and for high tea prepare some of their own healthy snacks, for instance, sandwiches.

The nursery rooms are well organised, which gives babies ample space to roll, crawl and practise walking. Inside and outdoors, children move freely around and access a broad range of experiences that develop their physical skills, growing independence and emotional well-being. Staff are well deployed to support children when required.

Children are given plenty of time and freedom to become deeply involved in activities they are enjoying. They demonstrate secure attachments to staff and continue to feel safe and secure as they move up from one room to the next. This is because they visit the next room with their key person as many times as they need in order to settle. The transition is agreed with parents, and the new key person has an assessment of the child's prior skills, knowledge and understanding. Therefore, children's good progress continues. Positive relationships with the local schools which most children will later attend, ease their transition from nursery to school. Teachers and teaching assistants sometimes visit the children at nursery. Positive links with professionals from other agencies support children with special educational needs and/or disabilities.

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

Staff effectively support most children to make good progress in their learning and development. They use their secure understanding of the areas of learning, and of how children learn through play, to effectively organise their room. This enables children to freely choose activities from a wide range of accessible toys and books. In addition, each week, a key person individually plans and provides play experiences for each child, based on their good knowledge of the child's abilities. Room leaders oversee the assessment and planning in their rooms. This ensures that children who may require extra support are quickly identified and appropriate interventions are sought to close the gaps. Children with special educational needs and/or disabilities have individual learning plans in place, which include their parents' views and any professionals involved with them.

There is closed circuit television in all areas of the nursery, and the premises are kept secure at all times. This ensures there is no unauthorised access to the building. Robust recruitment and vetting, followed by in-depth induction and appraisal, check and monitor staff's suitability to work with children. Arrangements for safeguarding children within the nursery and through work with outside agencies are good. Staff have a good awareness of the safeguarding and welfare requirements of the Early Years Foundation Stage. Clear policies and procedures for safeguarding children are understood and implemented consistently.

The manager has begun to use a more structured way of monitoring the performance of staff and the effectiveness of their teaching. Regular supervision sessions enable each member of the team to reflect on their practices and identify their training needs. The manager supports them to improve their knowledge, understanding and practice. When staff return from training, they make full use of what they have learned. For instance, following a workshop on raising the achievement of boys, staff purposefully plan experiences which enable children to work on a larger scale.

Staff are clearly committed to support children's continuity of care and learning. They work effectively with a wide range of agencies to support children. Parents have access to a wealth of information on notice boards and in the admission pack and newsletters. Those parents who expressed a view at the inspection are very complimentary about the nursery.

The views of staff, children and their parents are increasingly included in the evaluation. Strengths and weaknesses are effectively identified and there are detailed and appropriate plans for moving the nursery forward. Improved assessment systems are being trialled in the baby room. There are plans to further develop outdoors in order to better support children's all-round development and emotional well-being.

### **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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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

<b>Unique reference number</b>	EY457764
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	901411
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	62
<b>Number of children on roll</b>	68
<b>Name of provider</b>	Daisy Chain Day Care Nurseries Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01772 722 764

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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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Piccadilly Gate  
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