

# Daisy Chain Day Care Nurseries

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

## Inspection date

03/01/2014

Previous inspection date

24/06/2013

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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

- Teaching is good because the staff understand how to promote children's learning. This results in high expectations for their achievements. Consequently, all children's progress including those with special educational needs and/or disabilities, is good.
- Children are protected through robust procedures to prevent them from coming to harm. Staff have a good understanding of their responsibilities and the correct steps to take should they have a concern about a child.
- Children are confident in the nursery environment because they know what is expected of them. Consequently, they behave extremely well and become independent individuals who behave in a safe and responsible manner.
- Positive relationships with parents and carers are developed through good communication. Information is continually gathered and exchanged for the benefit of each child's continual care, learning and development.

### It is not yet outstanding because

- There is a limited selection of resources to help children to understand about the difference and diversity of the world they live in.
- Younger children are not consistently provided with opportunities to wash their hands before snack time to further enhance their good self-care skills.

## 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 playrooms and in the outdoor areas. A tour of the premises was completed with the manager.
- The inspector took part in a joint observation with one of the managers in the pre-school room.
- The inspector took into account the views of parents through discussion and from written questionnaires provided by the nursery.

- The inspector looked at a range of documentation including evidence of the staff suitability checks, children's observation, assessment and planning records. Records of staff supervision, a sample of the nursery policy and procedures documentation and the providers self-evaluation form were also viewed.

## Inspector

Jeanette Brookfield

## Full report

### Information about the setting

Daisy Chain Day Care Nursery opened in 2013 and is one of three nurseries managed by Daisy Chain Day Care Nurseries Limited. It operates from four playrooms within detached premises in the Ingol area of Preston. The nursery serves the immediate locality and also the surrounding areas. The nursery opens Monday to Friday from 7.30am to 6pm for 51 weeks a year. Children attend for a variety of sessions. Children have access to enclosed areas available for outdoor play.

There are currently 67 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.

There are currently 16 staff working directly with the children. Of these, 12 hold appropriate early years qualifications at level 3, and two hold level 2. One of the managers has Early Years Professional Status. The nursery is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register.

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

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

- improve the provision of resources that help children begin to understand about similarities and differences between themselves and others, and among families, communities and traditions
- provide more consistent opportunities for younger children to wash their hands before snack time to further promote the development of their independence and self-care skills.

## Inspection judgements

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

Children thoroughly enjoy their time at nursery and quickly engage in play activities. Staff have a good understanding of how to implement the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. They are well deployed, enthusiastic and eager to help all children settle into the nursery. Key persons build effective relationships with parents to gain information about each child, their interests and their achievements to identify initial starting points. This helps them plan for each child's individual learning needs. The quality of teaching is good and observation of the children playing and assessments of their progress assist in the

planning of a broad range of fun and challenging play experiences and activities. Staff understand the different assessment processes and regularly share these with parents to ensure children's progress continues. This ensures any need for additional support for children can be identified and acted upon promptly. As a consequence, children are ready for the next stage in their learning. Parents receive regular updates of their child's day at nursery through verbal exchanges and in a daily diary for younger children. Children benefit from this shared approach to learning and make good progress, as a result.

Children's communication skills are promoted well by staff who encourage older children to share their thoughts and ideas, for example, during activities they initiate discussion about events at home, such as visits to the cinema. This encourages children to talk as well as listen to others. At story time, staff give children good opportunities and encouragement to predict what may happen next, promoting their critical thinking and understanding. Children recognise their written names on coat pegs and when they self-register. The provision and easy access to writing tools encourages children to make marks and practice their early writing skills. For example, young children write out a shopping list as they play in the home corner. In the baby room the younger children develop their literacy skills. They eagerly select books and are supported by staff to recognise characters in the story. They delightedly make the sounds of the animals, and name the ones they like. Young babies form close attachments with key staff who know and understand them well. Staff use lively voices and model words when interacting with babies as they play with a good range of sensory resources. Through this, children are happy and their individual needs are well met. Children have daily access to the outside play area where they enthusiastically pursue energetic play and show enjoyment in being physically active. For example, staff encourage them to play a game of chase and catch, which they do eagerly, laughing and giggling as they 'tag' each other.

Children learn about the community in which they live as they make trips into the local community and further afield. They also participate in various celebrations throughout the year, such as Christmas and Halloween. However, there is scope to help children understand more about the difference and diversity of the world around them through visual images and the provision of further resources within the nursery. Children learn mathematical skills through adult-led activities involving the use of numbers and counting. They learn about quantities, as they experiment with water, filling and emptying containers. Staff encourage pre-school children to count the number of shells used to decorate sandcastles in the sand tray and point to them to help with one to one correspondence. Two-year-old children are supported by staff to recognise numerals and letters as they play with the magnetic numbers and letters together. They develop an understanding of technology when they show interest in technological toys with buttons and play on the laptop. As a result, children make good progress and are well prepared for the next steps in learning, including when they transfer into school.

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

Children's transitions into the nursery are managed very well. For example, information is gained from parents about their children's individual needs and how these can be met. Settling-in visits are actively encouraged, so children become familiar with their new

environment at their own pace. As a result, children settle well and develop close bonds with their key person. This means they are emotionally secure, feel safe and have a strong base for their learning and development. For instance, babies snuggle in to listen to stories and enjoy a cuddle as they sing along to nursery rhymes.

Children are developing a good understanding about the importance of leading a healthy lifestyle. They benefit from freshly prepared food cooked on the premises by a chef, such as roast chicken, vegetables and potatoes, and access water independently throughout the day. Children have access to the outdoor area each day, which means they benefit fully from lots of fresh air and develop good control in their coordination as they practise movements and master the use of play equipment. They develop independence as they put on their own coat and hats for outdoor play. However, younger children are not consistently involved in washing their hands before snack time. This means they do not always benefit from consistent opportunities to further enhance their good self-care and independence skills. Staff work directly with the children for much of the time and make effective use of the resources that are available. Suitable and age-appropriate resources are stored within children's reach, such as a good range of books, games and creative activities that children access independently.

Staff are good role models for behaviour. They provide a calm and reassuring environment, and encourage children to share, take turns and care for each other. As a result, children behave very well and play cooperatively. Staff place a strong emphasis on children developing good manners. For example, they offer gentle reminders to say 'please' and 'thank you' at snack times. They offer plenty of praise to boost children's confidence and self-esteem. Children show respect for one another, observe space boundaries and begin to understand the importance of safety through the various activities on offer throughout the day. This is because staff explain why safety is an important factor in using toys and equipment. For example, staff provide age-appropriate scissors and teach children how to use and handle these safely. They supervise children well and have sensible rules for everybody to follow. Consequently, children play well together and demonstrate safe practices when using resources.

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

The owner and managers demonstrate a clear understanding of their responsibilities to meet all the requirements of the Early Years Foundation Stage. The owner is enthusiastic about providing high quality care and education for all children and her beliefs are shared with, and implemented by, the managers and staff. Safeguarding children is given high priority. Safeguarding procedures are highly effective because the safeguarding and welfare requirements of the Early Years Foundation Stage are fully understood by the management team and all the staff. This means that children are well protected in the setting. Staff access regular training in child protection and discuss this regularly at team meetings. This means they are confident about the procedures to follow should they have any concerns about a child's welfare or the practice of a colleague, and procedures for reporting allegations are clearly understood. Children's security is enhanced by the use of closed circuit television cameras, which enable staff to monitor all areas of the nursery.

Staff complete thorough daily safety checks, both indoors and out, and ensure that appropriate action is taken if required. The recruitment and vetting of staff is robust, as is their induction. This means informed decisions are made about their suitability to work with children. Through completing staff appraisals and supervision, the nursery ensures that staff continue to meet these requirements.

Through ongoing professional development, staff gain new qualifications and develop their skills, knowledge and understanding. Individual development needs are identified through the effective appraisal, supervision and peer observation process. They are met by accessing local authority training and other routes, including in-house training. Self-evaluation is used effectively, which means the owner and managers have a good understanding of the nursery's strengths and areas for improvement. This means they are able to develop actions plans and monitor developments to move the nursery forward. Regular staff team and supervisor meetings and room meetings are held, which enables staff to express their views of the nursery. Parents are involved in the self-evaluation process through the completion of regular questionnaires, and management are responsive to making any suggested changes. The recommendations raised at the previous inspection have been well met. For example, there are more opportunities for the children to access writing materials in role play areas to support their imaginative play. Each child's development and progression towards the early learning goals is carefully monitored through their learning records. This includes observations of children, assessments and the required progress check at age two. This information enables management to identify any gaps in the educational programmes or children's learning and to support staff fully in addressing these. Children with special educational needs and/or disabilities receive good support because staff work very closely with parents and any outside agencies involved in their care, to ensure they reach their full potential.

Partnerships with parents are good. They are made welcome and come into the nursery, where they can gain a further understanding of their child's development, which promotes learning and development at home. Their child's development files are freely available and parents state they feel included in and well informed of their child's progress. Parents are kept informed about areas of learning, forthcoming events and safeguarding procedures through newsletters, meetings and the parents' notice board. The nursery works in close partnership with local primary schools and detailed transition documents are in place. These ensure essential information is shared about the children and their learning and development. Teachers are also invited to visit the nursery to meet children in a familiar environment, which successfully supports their transition to the next stage of their learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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

<b>Unique reference number</b>	EY457764
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	945219
<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>	67
<b>Name of provider</b>	Daisy Chain Day Care Nurseries Limited
<b>Date of previous inspection</b>	24/06/2013
<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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