

Daisy Chain Childcare

High Ridge Park, Rothwell, Leeds, LS26 0NL

Inspection date	11/12/2013
Previous inspection date	12/11/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		3
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		3

The quality and standards of the early years provision

This provision requires improvement

- Children's development and learning are constantly promoted at home because staff effectively work with the parents to include them in the planning and activities.
- The settling-in procedures support children in forming strong bonds with their key person. Therefore, they independently and confidently access the resources and equipment provided.
- Staff are regularly supported through appraisals and supervisions. Therefore, underperformance is recognised quickly and appropriate action taken to enhance staff's practice.

It is not yet good because

- The quality of teaching is variable. Therefore, not all staff have a good understanding of the different ways that children learn. This is because, on occasion, children's learning is not supported well enough to plan for their interests and next steps. This means that not all children make good progress.
- Self-evaluation does not secure enough challenges for improving the quality of teaching. Therefore, children make satisfactory, rather than good, progress.
- On occasion, young children's independence is not supported effectively so that they can always do things independently when they want to.

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 the quality of teaching and activities in the play area and garden.
- The inspector took account of the views of parents spoken to on the day and information from the assessments.
- The inspector held meetings with the manager and proprietor, and conducted a joint observation with the Early Years Professional.
- The inspector looked at children's assessments, records and planning documentation, and checked evidence of appropriate training and the online self-evaluation form.

Inspector

Thecla Grant

Full report

Information about the setting

Daisy Chain Childcare is one of three nurseries run by Daisy Chain Childcare Limited. It was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is situated in purpose-built premises in the grounds of Haigh Road Infants and Nursery School in the Rothwell area of Leeds. It serves the local area and is accessible to all children. It operates from four rooms and there is a fully enclosed area available for outdoor play.

The nursery employs 13 members of childcare staff, all of whom hold an early years qualification at levels 2 to 6. One member of staff holds Early Years Professional Status. The nursery opens Monday to Friday for 51 weeks of the year, from 8am until 6pm. Children attend for a variety of sessions. There are currently 72 children on roll, all of whom are in the early years age group. The nursery provides funded early education for three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve quality of teaching so that all staff have a good understanding of the different ways that children learn, to effectively plan for their interests and next steps in their learning, so that they are best supported to make good progress.

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

- enhance young children's independence further, for example, by fitting the soap dispenser at child height to support them to independently follow good hygiene routines
- enhance the monitoring of the nursery through robust self-evaluation that shows how improvements to the quality of teaching will be achieved, in order to raise children's levels of achievement.

Inspection judgements

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

The organic planning is used to support staff to focus on the 'here and now'. This plan is colour coded for staff to monitor activities that are from children's interests as well as to provide a good balance of staff-led and parental observations of what their children are interested in. This is mostly well implemented in the playrooms. However, not all staff have a good understanding of the different ways that children learn. Therefore, on occasion, children's learning is not supported well enough to plan for their interests and next steps in learning. For example, some children's next steps are not accurate and information given about children's particular interests gets changed, so activities are not always matched to children's needs and interests. As a result, children are not always actively engaged in activities. In addition to this, children are not always given time to think about questions asked before they are led to think about something else. As a result, some children move away from the activity. Children who speak English as an additional language are adequately supported through the use of activities from the 'I CAN' toolkit to enhance their learning.

The educational programme appropriately covers the areas of learning. Children in the baby room have constant opportunities to investigate and explore their surroundings. Staff suitably support their communication and language by talking to them about what they are doing. For example, they ask 'Are you making a cup of tea?' as children play imaginatively. Staff also support children who show an interest in dressing up by showing them how to put hats on their heads. Children take part in a music lesson activity and some show an understanding of what to do because they copy the music teacher and staff by clapping and playing the bells. Children in the pre-school room keenly focus on the adult-led activity of number and letter bingo. They look intently at the white board for the next number to be written and intensely scan their paper to match the numbers to their card. When they have all five numbers they shout 'bingo'. Outdoors the pre-school children pretend to make mud cakes, and that the climbing frame is a pirate ship, eagerly look through the telescope provided by the staff. This means that some staff know how to promote children's learning well. However, the quality of teaching is inconsistent and so, consequently, not all children make good progress.

Parents are fully included in their children's learning and frequently add their children's interests to the different interactive planning boards. Parents are asked what they know about their children before they start to attend and this is used as their starting points. Parents are also included in the review of their children's progress at age two. During the meeting, parents are guided in supporting their children's development at home. This provides a united approach to helping children make progress and to gain a sufficient range of skills to support their future learning.

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

The well-established settling-in programme means that the key person knows how to care for children in agreement with their parents' wishes. This includes gaining information about children's sleep patterns, home language and comfort items. This means that children are well supported and begin to settle quickly. The key person also helps children as they settle into nursery life, by constantly making themselves available to them if they want a cuddle or just to sit next to them. Consequently, children are confident and relaxed

with their key person and have developed strong bonds. Staff are good role models and fully understand how to manage children's behaviour appropriately according to their age. For example, children in the pre-school room receive the 'star of the day' award, which reinforces positive behaviour. As a result, children are self-assured and confident in their surroundings.

Children's health is adequately promoted through regular fresh air and exercise. Staff organise the garden so that children can take risks in a safe environment. Consequently, they walk across the crates and jump off the other side. Staff also promote children's understanding of safety by inviting professionals, such as the police and fire services, as well as the school crossing patrol person, to talk to the children. As a result of these visits, children learn how to cross the road safely and about stranger danger. The staff team are also well deployed to make sure that children are safe. Children are involved in growing their own vegetables, such as peas and sweetcorn, and reaping the harvest and tasting the finished results. This means that children learn about growing things and tasting fresh foods. Children also have a good understanding of the methods used to promote hygiene. Young children show that they understand the procedures after nappy changes and independently access the hand basin to wash their hands. However, they are unable to reach the soap dispenser because it is attached too high. This means that young children's self-confidence and independence are not fully supported as they try to wash their hands. Mealtimes are a social occasion where children sit together to eat at the table. During this time, staff talk to children about their day and encourage them to be independent in feeding themselves.

Children are supported by their key person in their transitions through the rooms in the nursery as they get older and more able. They support children emotionally until they get to know the new person who will care for them. The children's care plan is also shared verbally with their new key person. This means that each new person is able to care for the child as an individual and with the same consistency as before. Children leaving for school meet their teacher, which means that they know a familiar face when they first enter their classroom.

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

The inspection was prioritised because of concerns received about safeguarding children. The inspection found that while most of the safeguarding procedures were correctly followed by staff in order to protect children, they failed to notify the appropriate agencies with statutory responsibility of concerns about children's safety or welfare. Furthermore, they did not inform Ofsted of an allegation made against member of staff or of a change to the nursery manager. These are breaches of requirements and also those relating to the Childcare Register. However, the provider has taken positive action to strengthen their policy and procedures to make sure that this does not happen again, and has given the required details to Ofsted about the new manager. The staff team have an otherwise sound understanding of how to keep children safe. For example, they make sure that the main doors are locked and check all visitors' identification. The staff team are confident in recognising signs and symptoms of abuse and know what to do if they have any concerns

that a child is at risk. The whistleblowing procedures are clearly in place because all staff know what to do if they are concerned about the conduct of a member of staff. The management team have attended safer recruitment training and effectively implement this when employing new staff. For example, all staff are asked about safeguarding as part of the interview questions and about their experience with young children. In addition to this, all staff are vetted using the Disclosure and Barring Service, and these checks are renewed on a three-yearly basis and a record of these is maintained. As a result, they show good commitment to making sure that all staff are suitable to work with children. There is also a three day induction programme that includes a training schedule for new staff. This means that staff understand their roles and responsibilities.

The educational programme and children's assessments are appropriately monitored by the Early Years Professional. Staff appraisals and supervision are used to monitor the quality of teaching, and to support staff who are underachieving. The staff's professional development is also encouraged during these meetings. As a result, they have attended a wealth of training programmes. The management team keep staff motivated by giving them responsibilities, such as behaviour management coordinators, who support staff if there are any issues with children's behaviour.

Partnership with parents is good. For example, there is a parents' group and social evenings are held for parents so that they can get to know each other. The nursery has developed partnerships with others professionals, such as occupational therapists and speech and language therapists, to support children who may need specialist care. The managers aspire to improve, therefore, they constantly review documentation. They also include parents in the evaluation of the nursery through using questionnaires, and act on some of the parents' suggestions. As a result, there are now lights in the entrance to the nursery, which promotes the safety of families. The staff team are also included through team meetings and managing their own budgets.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- make sure that Ofsted is informed of any allegation made against a member of staff (compulsory part of the Childcare Register)
- make sure that Ofsted is informed of any allegation made against a member of staff (voluntary part of the Childcare Register).

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	EY101465
Local authority	Leeds
Inspection number	946762
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	72
Name of provider	Daisy Chain Childcare Ltd
Date of previous inspection	12/11/2012
Telephone number	01132825766

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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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