

# Daisy Chain Private Nursery

647-649 Bury Road, Bolton, Lancashire, BL2 6HX

<b>Inspection date</b>	28/07/2014
Previous inspection date	21/03/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- A strong management team ensures that the environment is safe, secure and there are effective safeguarding arrangements in place that protect children at all times.
- Strong bonds are formed between all children and staff. The well-established key-person system in place provides security to parents and children through staff's accurate knowledge of children's care needs and development tracking, so children make good progress in their learning.
- Good parent partnerships help children to settle and parents to become engaged in their child's learning. Parents are included as they openly share information relating to their children's needs and development, and are kept up to date about their child's progress made while at the setting.
- Effective monitoring and evaluation procedures are in place to identify targets to improve the quality of teaching and practice, so children continue to make good progress.

### It is not yet outstanding because

- Staff, occasionally, are less effective at always giving children more time to respond to questioning in order to support their creative thinking.
- There are some missed opportunities at mealtimes to engage children at all times in conversation about the food they are eating through the use of open-ended discussion.

## 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 talked with the staff, parents and children.
- The inspector viewed the areas of the premises and gardens used for children.  
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents in written form and through direct discussion.
- The inspector reviewed the provider's hardcopy self-evaluation form.

## Inspector

Jill Anderton

## Full report

### Information about the setting

Daisy Chain Private Nursery was registered in 1990 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in the Brightmet area of Bolton, and is managed by a family partnership. The nursery serves the local area and is accessible to all children. It operates from four age-related play areas and there are two fully enclosed areas available for outdoor play. The nursery opens Monday to Friday for 51 weeks a year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 94 children attending who are in the early years age group. The Nursery provides funded early education for two-, three- and four-year-old children. The Nursery supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The Nursery employs 20 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or above and 4 with Early Years Professional Status or Qualified Teacher Status.

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

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

- enrich the opportunities for children's creative thinking and listening, by providing more time for children to fully answer questions and make suggestions
- develop further how mealtimes provide even better opportunities for open-ended discussions about healthy food, so children's understanding is enhanced.

### Inspection judgements

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

Children are happy in this welcoming nursery. They are supported well because staff are highly qualified, experienced and attentive to their needs. Children are provided with the freedom to explore their learning environment and are confident to do so. Staff plan activities around children's starting points, next steps and interests following regular discussion with staff, parents and children. Therefore, children are making good progress in their learning and are reaching the level of development typical for their age. This means children are well prepared for their next stage of development and next steps to school. Children explore activities, both indoors and outside, for example, growing live stick insects and providing a bug hotel in the outdoor area as they learn to care for creatures. Children are excited to experience changes to their outdoor environment because this has been improved by the introduction of new grassed areas, so children can access this in all weathers. They delight in talking to each other about what they can see through the open-access door to the outdoor provision. Children learn and develop well

through the prime and specific areas of learning. Staff understand the need to focus on the prime areas of learning for young children, and to introduce the specific areas of learning when children are ready, to assist in the rounded development of all, especially pre-school children. Staff engage with children, talking and listening as they develop children's thinking skills and language. However, on occasions, staff are quick to respond with the answer rather than allowing more time for children to respond to questions about their own learning. Staff explore children's interests and effectively plan for their individual needs. They identify children's interests as they play and extend activities, so that children enjoy their learning.

Staff make good use of asking children open-ended questions that encourage them to think critically and discover solutions to problems. However, on a few occasions, staff give too much support to older children for them to have sufficient time to make even better connections in their learning. Staff help children by demonstrating how to use the toys and equipment, furthering their confidence and enjoyment. This ensures they are ready and eager to move on to the next stage in their learning and development. Staff develop children's creative thinking by as children enjoy joining in with music activities, through the use of songs and musical instruments. Babies develop good mobility skills as they pull themselves up to a standing position, and are encouraged to crawl and explore. Skilled and attentive staff encourage younger children to respond and notice their environment by using activity toys and percussion instruments to do so. They encourage children to accompany music as they delight in ringing bells. Staff understand each child's expected level of development, which results in effective planning to ensure any identified gaps in their learning are rapidly closing. Staff plan suitable and challenging activities for children, therefore, they enjoy their learning and are making good progress across all areas of their development.

Children express themselves well and access materials that extend their creative impulses especially in the outdoor environments. Staff are skilled at extending learning opportunities as they encourage children to explain three dimensional shapes, extending their understanding of mathematical concepts and language. The activity is extended further as children use numbers and counting as they continue developing their understanding. Parents are well supported by helpful staff, as they exchange information when their child is brought into nursery and at collection. Staff celebrate children's achievements at home by listening to parents and ensuring these developments form part of children's individual assessments for each child. This means that parents are fully included in their children's development and their needs are met. Children's independence is actively encouraged, as staff reassure them to do things for themselves. They tidy away toys and resources after activities, and older children help set the table at lunchtimes. However, some opportunities are occasionally missed to continue to support children's understanding of meal times while children wait for their turn to serve themselves. This is because, while self-help skills are maximised, discussions around what they are doing and eating is less well explored. Children with special educational needs and/or disabilities are well supported within the nursery to ensure their needs are met.

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

Children settle effectively in nursery because staff liaise well with parents and decide how many settling-in sessions are appropriate for their children, including any required at the home. This ensures that children feel safe and enjoy their activities and introduction to nursery life. Key persons collect detailed information from parents about their children's individual needs, so that staff are able to provide familiar routines for them as soon as they start. Staff are sensitive to the needs of children as they settle into the nursery, ensuring they provide children with activities they like and enjoy. This provides effective support as they settle into their new environment. Strong attachments and positive relationships are swiftly formed by children, as staff are caring and dedicated. Children are confident around strangers, knowing staff are readily available for reassurance if needed. Staff respond warmly to children all times. Effective arrangements are in place when children move into another room in the nursery. Discussions with their parents take place and, as a result, planned sessions are arranged, so that key persons can share information and jointly help to settle them into their new room. Children's independence is encouraged, which provides opportunities for them to develop their confidence.

Children enjoy nutritious home-cooked meals where their individual dietary requirements are carefully considered. Older children skilfully serve themselves at mealtimes, which promotes their independence, however, occasionally, opportunities to engage children more fully in open-ended discussions about healthy foods are not always maximised. Risk assessments are regularly undertaken, ensuring that children are protected from any risks and respond readily to any changes in the environment. There are risk assessments in place for outings. This ensures that children remain safe while developing an understanding of risk and of the world around them.

Staff liaise effectively with local schools, where children transfer, to ensure children are well prepared for their next move. Staff ensure that teaching staff have detailed information about children's individual care and learning needs, prior to them moving on to full-time school. Children behave well and older children form firm friendships with each other. Through this, they develop an understanding of the needs of others. They speak to visitors in the nursery and ask them various questions, for example, "Who are you?" "What are you writing?" "Why are you using that colour pen?" demonstrating their curiosity, confidence and strong emotional well-being. Children enjoy sharing their activities and explain to each other what they are doing, including each other in their play and learning, for example, "my custard is hot and sticking to the spoon". Children enjoy using the newly refurbished and enhanced outdoor learning environments, which provide a very good range of learning opportunities for all children. This allows children to explore a wide range of natural materials and to develop a healthy balanced lifestyle where their physical needs are effectively promoted.

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

Children are effectively safeguarded as staff have received safeguarding training, and the management regularly review staffs understanding of this. Managers ensure that new staff have a good awareness of safeguarding, by including this in the thorough induction process. As a result, all staff are aware of how to respond if they have concerns regarding

a child in their care. All staff demonstrate a thorough knowledge of the learning and development, and welfare requirements of the Early Years Foundation Stage. Recruitment of staff is robust and ensures that all staff working with children are suitable. A comprehensive induction ensures that staff are clear about their roles and responsibilities. The well skilled management team make regular formal and informal observations of how staff interact with children. This is used to inform the regular supervision and appraisals. The management team also ensure that they are always available to discuss staff's professional development, and actively encourage them to attend a range of training opportunities to improve teaching. Regular team meetings ensure that staff are supported, further promoting their professional development and teaching skills. This ensures that staff have a good understanding of their responsibilities, and access a range of regular training opportunities in-house and through the local authority. Staff regularly discuss the needs of individual children and plan for their further development as a team.

Management have good skills in observing and evaluating staff interaction with children, to ensure that good practice is shared. Monitoring of the educational provision is effective as the tracking systems and children's assessments are carefully managed, to ensure these identify any gaps in children's learning. Additionally, any identified gaps in children's learning are planned for and closed quickly. The nursery meets with other professionals to access training opportunities, and to also share aspects of positive practice. A range of opportunities are used to drive forward improvements and further development. Managers regularly consult parents through discussions and questionnaires, so that they are regularly updated in respect of their opinions and ideas. This information is used when considering changes and improvements to the setting, for example, the newly refurbished outdoor areas.

Partnerships with parents and professionals are strong. Parents are kept well-informed of their children's activities and any changes through parents' evenings. An open-door policy ensures that parents can speak to their child's key person or the manager at any time. The manager leads a dedicated and well-established staff team, many of whom have worked at the nursery for many years. Self-evaluation is effective and ongoing, and successfully identifies priorities for improvement, so that the manager and staff team are clear about the well-structured plans for the future of the nursery.

### **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

<b>Unique reference number</b>	316008
<b>Local authority</b>	Bolton
<b>Inspection number</b>	868335
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	94
<b>Number of children on roll</b>	94
<b>Name of provider</b>	Daisy Chain Private Nursery Partnership
<b>Date of previous inspection</b>	21/03/2011
<b>Telephone number</b>	01204 361 120

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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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