

Daisy Chain Childcare (Adel) Ltd

2a Tile Lane, Leeds, West Yorkshire, LS16 8DY

Inspection date	10/07/2014
Previous inspection date	07/03/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Children are not effectively kept safe and supervised well at all times during the day. This is because the management team do not ensure enough staff are on duty in the morning to meet the required adult-to-child ratios.
- The quality of teaching is inconsistent because many staff are new to the setting and are not yet fully trained to deliver high quality learning experiences for all children. As a result, younger children are not always challenged in their learning, while older children often take part in activities that are too challenging for their current stage of development.
- Staff do not always take into account children's ability during whole group activities. Consequently, a number of children are not always effectively supported to develop their concentration skills.

It has the following strengths

- Parents know what their children are learning because staff liaise with them daily, both verbally and by using electronic updates to send photographs and observations of children during play.
- Children are supported to develop healthy lifestyles. This is because staff ensure there are many opportunities for children to play outside, exercise and learn about healthy eating.

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 children in the four base rooms and in the outdoor area.
- The inspector completed a joint observation with the manager of the setting.
- The inspector held discussions with the two providers, manager, staff, two parents and children.
- A range of documents were inspected including observations, planning and tracking of children's progress.
- The inspector checked evidence of staff suitability, training certificates, parent questionnaires and the setting's self-evaluation documents.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Laura Hoyland

Full report

Information about the setting

Daisy Chain Childcare (Adel) Ltd is one of four settings owned and managed by Daisy Chain Childcare Ltd. It was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the grounds of Adel Primary School in Leeds. The setting serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The setting employs 16 members of childcare staff, 10 of whom hold appropriate early years qualifications at level 3. The setting opens Monday to Friday all year round, except for a week at Christmas. Hours of opening are from 8am until 6pm and children attend for a variety of sessions. There are currently 96 children on roll who are in the early years age group. The setting provides funded early education for two-, three- and four-year-olds.

What the setting needs to do to improve further

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

- ensure staffing arrangements are effectively planned to always meet the required staff-to-child ratios, in order to keep children safe
- improve the quality of teaching by using children's individual stage of development and style of learning to create appropriately challenging and enjoyable experiences for all children.

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

- improve children's concentration skills, for example, by reducing the time they are requested to sit at adult-led group times.

Inspection judgements

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

The quality of teaching requires improvement. This is because the quality of experiences and interaction staff offer children are inconsistent. For example, babies are sometimes not challenged in their play and are left to explore without staff extending their learning or encouraging them to try new experiences. Older children take part in group time to learn the sounds of letters and begin to read. However, this activity is extremely difficult for many children and therefore they lose concentration. Some staff are unaware that these activities do not fully meet children's individual learning needs. There are a wide range of resources that children independently access. They use twigs and sand to make pretend birthday cakes and decorate them with colourful flowers. Staff praise their imaginative

skills and are close by to supervise activities. Other children pretend to be dogs and take turns to walk each other around the garden. Staff sit close to babies to make them feel safe and secure when they play, and in all rooms staff sit and read to children. This supports their early communication and literacy skills.

Staff plan for each child using their interests and the next steps in their learning. They track children's progress to ensure that if gaps emerge in their development they are closed promptly. Parents are liaised with on a daily basis, both verbally and through an electronic system that sends emails to update them on what their child has done during the day. Parents can add their own observations to children's development files and find this very useful to understand their child's development. Information shared from home means that staff plan for children using experiences from outside the setting, and therefore learning is consistently supported between the setting and home.

Staff are supporting children to prepare for their transition to school. They have created a display board with school uniforms and information about primary schools. Children have written letters to their new school, asking questions about what it is like to be a pupil at the school, and they are preparing the letters to post to their new teachers. Staff understand the apprehension and excitement felt by children during this stage in their lives. Children are developing some vital skills that are required for successful learning. For example, they behave very well and listen to instructions. They work cooperatively with their friends and share resources. Staff plan large group times and read stories or sing with children, which supports them to become familiar with sitting on the carpet and listening as a group. However, these sessions are often too long and children lose their concentration, becoming disinterested in the activity.

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

Children's well-being is compromised during the morning sessions because there are not enough staff on duty to maintain the required adult-to-child ratios. This means that children's individual needs are not always met and staff find this time of day difficult to manage in order to keep children safe. All children are assigned a key person who gets to know them well. Staff work with parents when they join the setting to learn about each child, including their likes, dislikes and routines. Routines are closely followed and staff write a daily dairy sheet to share with parents when they collect their child. This means that all information about their child's day is shared. When moving rooms, staff carefully share information about their key child with the next key person. All information is written into a form that staff discuss. This means that children's needs are known by staff and this supports them to settle quickly into their new environment.

Children behave very well in the setting. They take ownership of their behaviour and remind each other what is expected. Children take appropriate risks in their play and know when to ask for help from staff. For instance, when exploring static climbing apparatus outside, children request staff show them what to do and stay close by as they try out new ideas for the first time. When accidents do occur, staff deal with these appropriately. Accident forms are used to record injuries and any first-aid administered, with parents made aware of what has happened.

A competent cook, who is aware of each child's dietary needs, prepares the meals for children. Meals are healthy and nutritious and menus are regularly changed to reflect the seasons and produce available. Children learn about eating well and are encouraged to exercise in order to develop positive attitudes to leading a healthy lifestyle. Staff ensure children are given many opportunities to play outdoors throughout the day. They use outside to run, practise balancing on tyres, climb and use equipment, such as bicycles to develop their large body movements.

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

The inspection was brought forward by Ofsted following concerns regarding the supervision of children. Children are not appropriately supervised in the morning as staffing is not in place to meet the required adult-to-child ratios. This is a breach in the requirements of the Early Years Foundation Stage. As a result, the leadership and management of the setting are inadequate. Staff are appropriately recruited and vetted to ensure they are suitable to work with children. The provider and manager have attended safer recruitment training and ensure that staff are inducted to understand their roles and responsibilities. Staff are aware of the signs and symptoms of abuse and what to do if they are concerned about a child's welfare or if they are concerned about a colleague's behaviour. Further safeguarding measures are in place to keep children safe. For example, the identity of any visitors is checked and risk assessments of the premises ensure that the environment is safe for children to play and learn in.

The manager checks the planned activities in each room daily and regularly walks around to check what children are doing. Regular staff meetings are held to discuss practice and share ideas. Several staff members are new to the setting and have not yet been fully trained in how to deliver high quality learning experiences. This has started and is part of the induction process. However, at present there is an inconsistency in teaching abilities. As a result, some children are not sufficiently challenged while others are too challenged for their stage of development. Staff have monthly supervisions with their room senior and appraisals are held regularly to set targets for staff to develop their knowledge, understanding and practice. The management team have a positive attitude to continuous improvement.

Partnerships with parents have been established and the management send out regular questionnaires to gather their views. In the main, relationships are positive and the management team are working hard to involve parents in their child's learning. Any complaints are taken seriously and investigated by the providers to ensure both children's and parents' needs are met. Partnerships with other professionals are securely in place. Although there are no children currently on roll with special educational needs and/or disabilities, the management team know where to access advice and support when required.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY246035
Local authority	Leeds
Inspection number	981107
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	54
Number of children on roll	96
Name of provider	Daisy Chain Childcare Ltd
Date of previous inspection	07/03/2012
Telephone number	0113 285 7000

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

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 4234, or email 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

