

# Daisy Chains Nursery

Daisy Chains Nursery, Kay Brow, Ramsbottom, BURY, Lancashire, BL0 9AY

<b>Inspection date</b>	25/11/2014
Previous inspection date	25/11/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 has made significant progress since the last inspection improving the quality of teaching and systems to monitor children's progress. Consequently, children's individual learning is effectively supported by staff, who plan suitably challenging activities. As a result, children make good progress and are well prepared for school.
- Partnerships with parents and other professionals are strong. This means all children including those with special educational needs and/or disabilities make good progress in their learning and development given their starting points.
- Staff work effectively as a team to meet the individual and group needs of the children. Consequently, children benefit from secure attachments that promote their emotional well-being and provide a secure foundation for their learning.
- Arrangements for safeguarding children are well established, and clear policies and procedures are implemented to ensure children's safety and protection.

### It is not yet outstanding because

- Staff do not make best use of opportunities to consolidate children's learning in mathematics through routine experiences.
- Staff do not always help children explore ideas to find their own solutions to challenges, and do not always give children enough time to process information and respond to questions.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities and staff practice in the four playrooms and the outside learning environment.
- The inspector toured the premises and spoke with the manager, staff and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and a range of other documentation.
- The inspector looked at evidence of suitability of staff working within the setting, the provider's self-evaluation and improvement plan, staff qualifications and a range of other documentation.
- The inspector conducted a joint observation with the manager.
- The inspector looked at records of support visits completed by the local authority following the last inspection.
- The inspector also took account of the views of parents and carers spoken to during the inspection.

## Inspector

Vickie Halliwell

## Full report

### Information about the setting

Daisy Chains Nursery originally registered in 2007 and re-registered in 2013 following changes to the provider's limited company name. It is registered on the Early Years Register and the compulsory part of the Childcare Register. The premises are situated in the Ramsbottom area of Bury, Lancashire. Care is provided from two buildings on the same site and there is an enclosed area for outside play. The nursery serves the local area and is accessible to all children. The nursery employs 14 members of child care staff. Of these, six hold appropriate early years qualifications at level 2 and six hold appropriate early years qualifications at level 3. The manager has an early years qualification at level 5 and the lead practitioner has Qualified Teacher Status. The nursery opens Monday to Friday all year round. Hours of opening are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 49 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special 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:

- extend opportunities for children to solve problems and think critically, for example, by giving children more time to respond to questions and challenges they encounter, encouraging them to think critically about how well their activities are going and to consider possible alternative strategies
- strengthen the educational programme for mathematics, by making best possible use of daily routines and experiences that provide opportunities for children to count and use mathematical concepts for a purpose.

## Inspection judgements

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

Children throughout the nursery benefit from a good quality educational programme that effectively promotes their learning in all areas. Overall, the quality of teaching is good. This ensures children are well supported and learn through a developmentally appropriate balance of both child-initiated play and targeted adult-led experiences. Staff routinely observe what children can do and identify specific individual learning objectives to help children make progress. Staff caring for children under three years of age are very mindful of the prime areas of learning and how supporting the development of communication and language, physical development and children's personal, social and emotional development is instrumental to their future learning. Staff working with two-year-old children effectively implement a 'back to basics' approach to help ensure all children,

including those from vulnerable groups are well prepared for the next step in their learning. As a result, children achieve well, they make good progress given their starting points and are acquiring the skills, attitudes and dispositions they need to be ready for school.

Individual rooms are well presented and provide continuous opportunities for children to explore a stimulating and imaginative learning environment. Consequently, children of all ages are active and inquisitive learners, who enthusiastically explore the continuous provision and embrace new experiences. Sensory play is valued throughout the nursery and provides good opportunities for children to experiment with different textures during imaginative play. For example, pre-school children play with imagination in the 'dinosaur world' and begin to explore the changing texture of the sand as they add water, interested in the 'mixture' they have created and they begin to make patterns with the dinosaurs and their fingers. Children's communication and language development is given a high priority. Consequently, speech and language difficulties are quickly identified and tackled early to ensure children get the support they need. Staff work closely with parents and where appropriate the speech and language team to help support children's acquisition of language. Staff routinely model speech and extend children's vocabulary as they play and listen to stories. However, at times some staff do not give children enough time to process questions or to find their own solutions to challenges that arise. This means children do not always have time to think about what they want to say and put their thoughts into words or to think critically about how well their activities are going and consider alternative strategies when something is not working.

Provision for children to make good progress in mathematics is embedded in planned learning and supported by the everyday activities offered. As a result, children spontaneously use mathematical language as they play, for example, comparing the size of their cardboard models. In addition, children over three years of age independently access computer programmes and successfully match shapes and colours or select a specific number of items. However, staff do not always make the best use of daily routines and experiences to consolidate planned learning, for example, by providing opportunities for children to count for a purpose. Children are learning about many aspects of the world around them. They enjoy regular trips out into the local community, which sparks children's interest in the buildings around them. Staff respond to children's interest and provide a range of junk modelling materials for children to assemble and paint. As a result, children talk about their models and supported by staff, talk about what they saw and heard while out in the community. The nursery values parent's contributions. All parents share details of their child's capabilities at admission and are continually encouraged to share details of their child's current interests and achievements. Parents are well informed about children's progress, including by the progress check for children between the ages of two and three years. In addition, staff provide details of activities that can be used at home to support and complement children's learning. Children with special educational needs and/or disabilities are very well supported and the nursery works very closely with parents and external agencies, to ensure children receive the support they need.

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

Children's emotional well-being is effectively promoted throughout the nursery. A secure key-person system ensures all children benefit from strong attachments, which provide a strong foundation for their general well-being. The caring and supportive environment helps children feel safe and secure. Settling-in sessions are well used to build relationships with parents who are encouraged to share details of their child's individual care needs and routines. Consequently, staff, particularly those caring for babies under two years of age know individual children very well and, as a result, children settle quickly. Children's progression through the nursery is well managed and many children benefit from 'family grouping' at the start and end of the day. This means children are often familiar with other members of the staff team. Staff discuss children's impending move to another age group with parents and provide numerous opportunities for children to visit. Children of all ages demonstrate a strong sense of belonging and are surrounded by photographs of themselves and family members. Children's personal, social and emotional development is well fostered. This promotes children's confidence and their enthusiasm for learning, which helps ensure children are well prepared for school.

Relationships are valued throughout the nursery and the staff team work closely to ensure continuity of care. Staff within each room work effectively as a team to meet the individual and group needs of the children. They are positive role models who, led by the management team, cultivate a caring, supportive and respectful culture. Consequently, all children who attend the nursery are valued as individuals. Children are well supported by staff who help them achieve personal independence. Consequently, children under two years of age feed themselves with increasing skill at mealtimes. Older children are able to use the toilet themselves and put on their own coats before playing outside. The arrangements for changing nappies have been reviewed since the last inspection to ensure nappies are changed in accordance with babies' individual needs. Staff consistently implement effective behaviour management strategies. Consequently, all children are learning the importance of socially acceptable behaviour.

Children's physical health and well-being is very well promoted by staff, who encourage children to be physically active outdoors. The well-presented outdoor learning environment provides some excellent opportunities for children to be physically active. As a result, children happily practice and refine their balancing skills and co-ordination. Children excitedly access climbing apparatus, balancing beams and steer small tricycles with increasing skill. Meaningful explanations help raise children's awareness of how they can keep themselves and others safe. Children are developing a good understanding of the importance of a healthy lifestyle. A good range of healthy snacks and well-balanced and nutritious meals are provided, which encourage children to make healthy choices.

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

Effective systems are in place and continuously reviewed to ensure both the safeguarding and welfare and the learning and development requirements are well known and effectively met. Following the last inspection, the nursery received targeted support from

the local authority which focused on improving the quality of teaching and systems to monitor the quality of the educational programme and children's progress. As a result, clear systems are in place to monitor the quality of the provision for children's learning. Arrangements for safeguarding children within the provision and through work with external agencies are good. Induction procedures, clear policies and regular training help ensure all staff have a secure knowledge and understanding of safeguarding issues. Consequently, staff are well informed about the possible indicators of abuse and are able to implement appropriate procedures if they are worried a child is being abused. Information to support the setting's 'whistle blowing' policy is prominently displayed for staff information. Appropriate vetting and recruitment procedures ensure staff are suitable to work with young children. This helps ensure children are effectively safeguarded. Risk assessments are completed and appropriate action is taken to minimise identified hazards. This helps ensure children's safety within the nursery.

Since the last inspection, effective systems to monitor and manage staff performance and a programme of professional development have been introduced; this helps the nursery continually improve. The introduction of regular supervision sessions and peer observations provides valuable opportunities for coaching. This contributes to annual appraisals, which also identify staff's future training needs. Apprentices working towards an early years qualification at level 2 and staff working towards an early years qualification at level 3, are well supported by experienced room leaders who provide continuous coaching and support. Newly appointed room leaders are directly supported by the manager and qualified teacher. Carefully selected training is accessed; this further improves staff's knowledge, understanding and practice. The manager routinely monitors the quality of the educational programme, the implementation of planned learning and the impact it has on children's progress. This ensures any gaps in the educational programme are identified and addressed. Such monitoring also ensures that any children falling behind their peers or their expected level of achievement are quickly identified. Self-evaluation is effectively used to identify priorities for improvement. Action plans are used to set challenging targets, particularly in relation to improving the quality of teaching and the educational programme.

Partnerships with parents external agencies and where appropriate, other providers, make a strong contribution to how effectively the nursery meets children's individual needs. Partnership working with relevant professionals is very strong and ensures any child falling below their expected level of achievement is fully supported. Mutually respectful relationships are evident between parents and staff. Parents spoken to during the inspection are very happy with the care their children receive. They confirm they work closely with their child's key person and several comment specifically on how well informed they are about what their child is learning and how they can further support learning at home. They explained they are encouraged to share details of their child's achievements at home and contribute to plans for their child's future learning.

### **The Childcare Register**

The requirements for the compulsory 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

<b>Unique reference number</b>	EY460766
<b>Local authority</b>	Bury
<b>Inspection number</b>	962583
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	67
<b>Number of children on roll</b>	63
<b>Name of provider</b>	Rebecca Priestman Ltd
<b>Date of previous inspection</b>	25/11/2013
<b>Telephone number</b>	01706828243

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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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