

# Daisy Chains Day Nursery

Daisy Chains Day Nursery, 39a Tape Street, Cheadle, STOKE-ON-TRENT, ST10 1ET



## Inspection date

20 February 2015

## Previous inspection date

16 February 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The nursery is well led by a manager who is passionate about her role and the provision of high-quality care and learning. Reflective self-evaluation, involving the views of staff, parents and children, means that the nursery is always evolving.
- Staff have a good knowledge and understanding of the safeguarding and welfare requirements. They understand the action to take if an allegation is made against a member of staff. They are clear about restricting the use of mobile phones in the nursery.
- Staff regularly observe and assess children's progress, using this information to plan purposeful activities to support next steps in learning. As a result, children make good progress from their starting points.
- The manager and staff have a good knowledge of the Early Years Foundation Stage. They work effectively with the local authority to bring about continuous improvement. Staff receive regular supervision to enhance the quality of teaching.
- Partnerships with parents, outside agencies and local schools are good. This ensures children receive appropriate help and are well supported in their eventual move to school.

### It is not yet outstanding because:

- Staff do not fully maximise on opportunities to extend older children's already good mathematical skills during some activities.
- Younger children have fewer opportunities to fully explore and investigate using a range of materials, such as sand and water.

## What the setting needs to do to improve further

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

- enhance older children's already good mathematical skills, for example, by providing more opportunities during activities to measure and compare quantities
- provide younger children with more opportunities to explore and investigate, for example, by providing access to a wider range of materials and media, such as sand and water.

### Inspection activities

- The inspector observed a range of activities and interactions between staff, babies and children, both indoors and outside.
- The inspector held meetings with the manager and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with the children. She also checked the provider's self-evaluation form and discussed plans for improvements.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a selection of children's assessment files and progress tracking information, and discussed these with their key persons.
- The inspector took account of the views of parents spoken to on the day.

### Inspector

Kerry Wallace

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff use their qualifications and experience in early years to provide children with very good learning opportunities. Children are enthusiastic and motivated to learn. Their mathematical development is promoted well during activities and daily routines. Staff talk to older children about the different quantities required in recipes. They encourage children to recognise numerals on equipment, such as measuring jugs. However, staff sometimes weigh out ingredients and do not encourage children to become fully involved in this. This means that children's already good mathematical skills are not always enhanced to the highest levels. Older children's early literacy skills are promoted through well-planned activities with their key persons. However, younger children have fewer opportunities to use their senses to explore and investigate a wide range of materials.

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

Children are very happy and content to be in this welcoming nursery. There are good settling-in procedures in place, so that children quickly become attached to their key person. This means that children settle quickly and are confident in their surroundings. Children's physical well-being is promoted through good hygiene practices. Children are provided with a healthy diet and independently access fresh drinking water. Mealtimes are a very sociable occasion where staff sit with children and eat the same meals. Children are very well behaved and play in harmony with each other, sharing toys and taking turns. Children enjoy regular outdoor play and enjoy visiting local amenities, to develop their knowledge of the local community. This includes local schools, which helps to prepare children emotionally for their next stage in learning.

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

The leadership and management of the nursery are very good. Managers are passionate about providing children with high quality care and education. They regularly seek the views of staff, parents and older children in identifying areas to improve. They have recently improved the information provided to parents about children's day at nursery. This now includes details about how much food is consumed and more detailed information about learning and individual milestones. Parents comment that they are 'really pleased with the nursery'. In particular, they comment that 'staff are friendly and approachable'. Managers and staff work extremely well together. A strong family ethos among staff helps to promote children's welfare. Managers monitor staff practice through frequent supervisions and appraisals. Future training needs are quickly identified so that staff are empowered to deliver high quality teaching. As a result, children make good progress in their learning. Partnerships with parents are strong and they have many opportunities to view and discuss their children's progress.

## Setting details

<b>Unique reference number</b>	EY410034
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	851050
<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>	52
<b>Number of children on roll</b>	57
<b>Name of provider</b>	Shazia Dhad
<b>Date of previous inspection</b>	16 February 2011
<b>Telephone number</b>	01538755013

Daisy Chains Day Nursery was registered in 2010. It operates all year round, Monday to Friday, from 7am to 6pm, except for bank holidays and Christmas week. The nursery employs 10 members of childcare staff. Of these, one holds an appropriate early years qualification at level 4, five hold level 3, two hold level 2, and one has Early Years Professional status. The nursery provides funded early education for two-, three- and four-year-old children.

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.

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

