

Daisy Chains

Henderson Avenue Childrens Centre, Henderson Avenue, Scunthorpe, North Lincs,
DN15 7RW



Inspection date

17 August 2015

Previous inspection date

4 January 2010

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children are keen, active and motivated to learn. They have opportunities to guide their own learning during free-play sessions. As a result, children enjoy their play and make good progress in their learning.
- Staff provide a stimulating environment for the children. The indoor and outdoor areas are well resourced and staff provide a good range of activities that challenge children.
- Children effectively learn how to keep themselves safe. They regularly practise fire drills and staff explain the need to protect their skin in hot weather.
- The key-person system is effective. Children develop confidence and build good relationships with staff and their peers. This ensures children's emotional well-being is always supported. Key persons know their children well and are proud of their achievements.
- Staff qualifications have a positive impact on the quality of childcare. Staff are provided with ongoing support through supervisions and reflect on their practice with other professionals. Each staff member works towards clear targets to develop their practice, which means they are enthusiastic about their roles and constantly improving outcomes for children.

It is not yet outstanding because:

- Some group times activities do not fully engage all children at an appropriate level so they remain engaged and interested.
- Staff do not effectively involve parents when evaluating what they do well and what can be improved.

What the setting needs to do to improve further

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

- consider the differing needs of children during group activities and provide different levels of challenge to keep all children engaged
- regularly consult with parents to gain their opinions of the care and learning provided for their children, and use this to set targets for future improvements.

Inspection activities

- The inspector had a tour of the nursery and held discussions with the manager and supervisor.
- The inspector carried out a joint observation with the manager.
- The inspector observed adult-led and free-play activities taking place in the playroom and outside area.
- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector checked evidence of suitability and qualifications of staff working with children and the nursery's self-evaluation plan.

Inspector

Hayley Ruane

Inspection findings

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

The quality of teaching and learning is generally good. Staff get to know the children well through regular observations and discussions with parents. Parents are well informed about their child's progress. They talk daily to their child's key person and attend meetings to discuss their progress. Staff support parents with their children's learning at home by providing them with story bags and books to encourage children to develop a love of stories. Children gain the skills needed for school. For example, they develop their knowledge of mathematics. Staff hide different shapes in the outside area for older children to find. When asked by staff 'what shape have you found?', children say the name and colour of the shape. This also helps them to learn how to listen carefully and concentrate. During some group activities, however, staff do not always challenge all children sufficiently. For example, staff provide bubbles for children to feel and ask if they want the bubbles to go onto their head or feet. Younger children point to different parts of their body and interact for a short while. However, some children lose interest and become distracted. As a result, children are not fully challenged to promote their learning to the highest level.

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

Staff have a clear understanding of their roles and responsibilities to keep children safe. For example, the garden is risk assessed every morning before children use the area. Lunchtime routines promote children's independence as they self-serve and learn about healthy choices. Staff are very good role models for children and they manage behaviour positively. Children respect behavioural boundaries, are kind to each other and play harmoniously. Many opportunities are provided for children to exercise and develop their physical skills. For example, they confidently kick balls and pour water into drain pipes in the outside area. They learn about their environment by watching a new building being built next to the nursery. Children use crates and a cement mixer to copy what they are seeing over the fence. This promotes their creative play and builds their understanding of the world.

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

Children are effectively protected from harm as staff are knowledgeable about the correct procedures to follow if they are concerned about the well-being of a child. Leadership is strong. The manager and her staff work well together and meet regularly to review their practice and set targets for continuous improvement. However, they do not routinely involve parents in this process to ensure that their views are taken into account. The manager effectively monitors the planning and assessments, which helps her to identify any gaps in children's learning. This includes groups of children, such as those with special educational needs and/or disabilities and those who speak English as an additional language. She uses this information to implement strategies and target staff training to support all children.

Setting details

Unique reference number	EY391692
Local authority	North Lincolnshire
Inspection number	859379
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	39
Number of children on roll	17
Name of provider	North Lincolnshire Council
Date of previous inspection	4 January 2010
Telephone number	07881311733

Daisy Chains was registered in 2009. The nursery employs 10 members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, two hold level 4 and three hold level 5, including one with Early Years Professional status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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