

# Daisy Chains Day Nursery

382- 384 Werrington Road, Stoke On Trent, ST2 9AB



## Inspection date

Previous inspection date

10 February 2016

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Leaders take prompt and effective action to address any inadequacies in the provision. Action plans set clear and measurable targets for improvement.
- Staff's sharp focus on observation, assessment and planning helps all children to make and sustain good progress in their learning and development from their starting points.
- Staff are affectionate and caring and they encourage children's good behaviour. Children form close relationships with those who care for them and with each other. As a result, all children quickly develop a sense of belonging and behave exceptionally well.
- Partnerships with parents, other providers and professionals are strong. Parents appreciate the manager's and staff's advice. Good communication and sharing of information helps staff to quickly identify and provide support, including those who have speech and language delay and those who have disabilities and special educational needs.
- Leaders ensure that all staff have an up to date knowledge of child protection. Staff articulate an astute awareness of the potential risks to children, and an understanding of the setting's procedures. As a result, children are well protected.

### It is not yet outstanding because:

- On occasions, children in the Tweeny room are not sufficiently challenged in their learning in order for them to make as much progress as they are able.
- On occasions, teaching does not always focus on individual children's next steps in learning during adult-led activities.

## What the setting needs to do to improve further

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

- further extend children's progress in the Tweeny room by providing more opportunities to challenge their learning
- support staff to build on their existing knowledge of how children learn, particularly during adult-led activities.

### Inspection activities

- The inspector reviewed the improvements leaders have made since the last inspection and their plans for future improvement.
- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and outside.
- The inspector spoke with leaders, staff, parents and children at appropriate times throughout the day.
- The inspector looked at relevant documentation, such as policies and procedures, planning and assessment records and evidence of the suitability of staff working in the nursery.
- The inspector conducted a joint observation with the leader.

### Inspector

Lorraine Anne Lawton: Early Years Regulatory Inspector

## Inspection findings

### Effectiveness of the leadership and management is good

The manager is well qualified and in the last year, has developed her expertise and effectiveness through training and by working alongside the local authority. Leaders create a positive culture and ethos where children's learning and development needs are identified, monitored and appropriate support is provided. For instance, staff work very closely with the local speech and language therapist to support children's communication and language development. Leaders make effective use of funding to support children and their families. As result, children make good progress. Performance management arrangements ensure that staff receive good quality training and support, through regular supervision and monitoring. The arrangements to safeguard children are effective. Close links with local child protection professionals enables leaders to seek immediate advice when they have concerns about a child.

### Quality of teaching, learning and assessment is good

Staff use their knowledge of children's individual abilities to plan a good range of interesting activities both indoors and outdoors. Children experience the messiness of mud as they dig and add water. Their preferences and ideas for activities are taken into account because they select their own equipment. Staff's constant and meaningful interaction supports children to have a go and extends their language skills. For instance, when younger children taste a variety of Chinese food they describe the different tastes and textures, such as sweet and sour and hard and soft. Pre-school children eagerly shout out when they recite a familiar story. They are given ample time to concentrate and persevere when they are learning to fasten their coats. In their haste to play outdoors, they are helped to understand the importance of this routine because staff explain about keeping warm when it is cold. As a result, children are fully engaged in their learning.

### Personal development, behaviour and welfare are good

Staff focus well on supporting babies' emotional development. For instance, older siblings are encouraged to spend time in the baby room with their younger siblings. Babies are kept safe whilst sleeping because staff are well trained to know about risks. Children learn to sip from a cup and the use of dummies is discouraged. This prevents the long-term speech and language problems that can occur with children's prolonged use of bottles or teats. Staff make sure the environment is clean, safe and secure so that children are not at risk.

### Outcomes for children are good

Children thoroughly enjoy being at the nursery. As a result, their behaviour is exceptionally good because they feel secure and are motivated to learn and join in. Children are developing their knowledge and understanding of letters and the sounds they make. They experience numbers, shape and measures frequently through activities and labelling in the environment. Children are confident learners and are well prepared for their continuing education, including their move to school.

## Setting details

<b>Unique reference number</b>	EY489150
<b>Local authority</b>	Stoke on Trent
<b>Inspection number</b>	1037945
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	48
<b>Number of children on roll</b>	34
<b>Name of provider</b>	Daisy Chains Day Nursery
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01782 273285

Daisy Chains Day Nursery was re-registered to its current owner in 2015. It is one of three nurseries owned by the same provider and operates from two floors of a converted semi-detached house in the Bucknall area of Stoke on Trent. The nursery opens Monday to Friday, from 7.15am to 6pm, all year round, with the exception of bank holidays and the Christmas period. The nursery receives funding to provide education for two-, three-and-four-year-old children. There are eight staff members working directly with children, including a cook who is trained in food hygiene. The manager and deputy manager have a level 5 qualification. Two staff have relevant level 3 qualifications; two have level 2 qualifications, of whom one is working towards a level 3. Unqualified staff are also working towards a relevant qualification. All staff are trained in first aid.

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