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| Inspection date | 23 January 2017 |
| Previous inspection date | 22 August 2013 |

| The quality and standards of the early years provision | This inspection: | Outstanding | 1 |
|---|-------------------------|--------------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of the leadership and management | | Outstanding | 1 |
| Quality of teaching, learning and assessment | | Outstanding | 1 |
| Personal development, behaviour and welfare | | Outstanding | 1 |
| Outcomes for children | | Outstanding | 1 |

Summary of key findings for parents

This provision is outstanding

- Managers lead a very highly motivated, dedicated staff team. They all strive for excellence and actively seek ways to build upon the very high standards of practice.
- Children are highly independent and motivated. For example, they wipe their own noses, throw tissues away and wash their hands. Babies squeeze toothpaste onto brushes and clean their own teeth.
- The well-qualified staff know the children extremely well. They plan challenging activities that superbly follow what children are interested in. Children spend very long periods of time totally enthralled in play.
- Children of all ages are exceptionally well behaved. The atmosphere of the nursery is immensely calm and inviting. Staff are extremely positive, attentive and responsive. This helps support children's emotional well-being.
- Very thorough processes are in place for assessing and monitoring the progress of all children. Highly detailed plans of support are impeccably developed with staff, parents and external agencies. Children, including those who speak English as an additional language and who have special educational needs or disabilities, make exceptional progress.
- Children inspiringly learn about different cultures and religions on a regular basis. For example, staff show children the differences between Chinese and English writing. They take children to visit cenotaphs after making poppies.
- Children are supported remarkably well when moving rooms or on to school. Staff share a wealth of information about individual children's stages of development and assess their ability to manage change. For example, where children require additional support, key persons move from the baby unit to the main nursery. This helps provide exceptional consistency in care.

What the setting needs to do to improve further

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

- implement the plans to enhance the outdoor learning environment even further and evaluate the impact they have on children's learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke to staff, children and managers at appropriate times during the inspection.
- The inspector held a meeting with the area manager and manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery. The inspector also discussed the nursery's self-evaluation.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector completed a joint observation with the manager.

Inspector

Nicola Hall

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. All staff are incredibly knowledgeable about child protection procedures. Managers produce handouts about specific areas of child protection and discuss safeguarding practice in team meetings. Very detailed risk assessments and the consistent monitoring of activities and the environment further support the welfare of children. Managers rigorously review practice and target training. This results in highly effective teaching. They superbly organise opportunities for staff to build on their already excellent knowledge. For example, staff visit local schools to observe letters-and-sounds lessons, which also supports consistency in teaching. Managers use self-evaluation and create highly detailed plans to help drive continuous improvements to the already excellent practice. Partnerships with parents are exemplary. Parents comment how mark-making workshops and learning bags greatly help their understanding of how to support their children at home.

Quality of teaching, learning and assessment is outstanding

Children thoroughly enjoy playing outside in all weathers. They look for mini-beasts with magnifying glasses and staff follow their lead, asking challenging questions. Children run around on the muddy grass in their wellington boots, practising their physical skills. Babies enthusiastically push toy cars around on the different surfaces outside. Managers plan to explore even more exciting ways to continually build on children's interests and enhance the space outside. Staff very skilfully support children's speech. Children, including those who speak English as a second language, learn new words when engrossed in activities. For example, young children pick up balls when exploring and staff use clear language, repeating the name of the object. Staff take time to listen to children and are always at their level.

Personal development, behaviour and welfare are outstanding

Staff provide an abundance of praise for all children. They celebrate the uniqueness of every child. Updated information is gathered regularly to ensure their support is the absolute best that they can offer. Children wholly enjoy taking part in representing other children's ideas and add to the nursery's excellent evaluations. They socialise extremely well together during lunchtimes and eagerly help to serve food. Nutritious food is offered daily, such as homemade soups. Babies feed themselves and wash their own faces. Children visit homes where the elderly live and sing to them, which supports children's self-esteem.

Outcomes for children are outstanding

Children thrive in the nursery. They express themselves very confidently and socialise extremely well with their friends. Babies communicate their wishes and take books to share with staff, smiling as they point to familiar pictures. Children risk assess themselves and pick up dry pasta that is on the floor when involved in activities. All children, including those in receipt of additional funding, make excellent progress and are extremely well prepared for their move on to school. For those children whose starting points are lower, gaps in attainment are closing very rapidly.

Setting details

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| Unique reference number | 316451 |
| Local authority | Rochdale |
| Inspection number | 1064042 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 0 - 4 |
| Total number of places | 45 |
| Number of children on roll | 85 |
| Name of registered person | Daisy Chains Limited |
| Registered person unique reference number | RP905150 |
| Date of previous inspection | 22 August 2013 |
| Telephone number | 01706 628 105 |

Daisy Chains Ltd was registered in 1995. The nursery employs 15 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and those who have special educational needs or disabilities.

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Piccadilly Gate
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Manchester
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