

# Daisy Chain Daycare Nurseries



The Chapel, Whalley New Road, Langho, BLACKBURN, Lancashire, BB6 8EQ

<b>Inspection date</b>	15 February 2017
Previous inspection date	21 December 2012

<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
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

- The providers and managers develop a happy, welcoming atmosphere in which children thrive and staff strive for good quality. This supports children to make good progress in their learning.
- Staff are confident and have a good understanding of how children learn. They regularly assess children's development and skilfully support them to make good progress in their learning.
- Children are well cared for. Staff take pride in helping children to gain confidence and to celebrate their achievements.
- The provider successfully develops a culture of reflection and continuous improvement. Since the last inspection, the nursery has achieved the local authority's Step into Quality Award. This helps them to monitor and evaluate the quality of their service.
- Parents think highly of the staff. They find the staff friendly and approachable and value the broad range of activities they plan for their children.
- Children make full use of the well-planned playrooms and interesting resources. They are active, well motivated and play with imagination and confidence.

### It is not yet outstanding because:

- The provider does not fully involve parents in the assessments of their children's learning, particularly when they first start.
- Systems to monitor and improve staff practice are not highly effective in raising the quality of teaching and learning.

## **What the setting needs to do to improve further**

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

- involve parents more in assessments of children's learning and help them to support children's learning at home
- make better use of supervision, coaching and professional development opportunities so that the quality of teaching and learning is improved.

### **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 with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager and deputy manager.
- The inspector held a meeting with the nursery manager and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

**Inspector**  
Mary Wignall

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff attend relevant training events and have a secure knowledge of child protection and local referral procedures. Robust recruitment procedures help to ensure that staff are suitable and well qualified for their roles. Children's safety is given a high priority in the nursery. Staff performance management procedures are generally good overall. Staff attend relevant training events to extend their knowledge and skills. The quality of staff assessments of children's learning is regularly checked for accuracy. Managers carefully monitor the progress of different groups of children. This helps them to identify and address any emerging gaps in their development. Staff follow individual plans for any children who have special educational needs and disabilities. Partnerships with other providers and professionals are effective. Staff use good relationships with local schools to help prepare and support children in their eventual move to school.

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

Children are developing good communication skills. Staff talk to babies about what they are doing to help develop their understanding. Staff read published and home-made books to children. They read expressively and ask questions to capture children's interest. Older children are asked increasingly difficult questions to encourage them to think hard and share their ideas and experiences. Children have good opportunities to write, make marks and develop their physical skills necessary for writing. Staff demonstrate how to press and squeeze dough with their hands. Other staff encourage older children to draw shapes with chalk as they play outdoors. Children happily copy staff making large arm movements as they describe how butterflies move in the air. Staff confidently play alongside children to motivate and extend their learning. They know when to offer help and when to give children time to experiment and refine their skills.

### Personal development, behaviour and welfare are good

Children are developing good personal and social skills. Staff teach children how to share. They show them how there are enough cars for all children and demonstrate the benefits of taking turns. Children have good opportunities to play with others of different ages. Staff support children's play sensitively supporting their emotional well-being. They encourage them to help each other and be aware of the need for safety. They explain why they need to stand in line, be counted and to walk, not run indoors. Children behave well. They cooperate well in the consistent routines of the day. Children competently roll up their sleeves to wash and rub their hands together in preparation for lunch. Older children relish the responsibility to help serve their food and tidy up after themselves.

### Outcomes for children are good

Children make good progress in their learning. They are developing key skills in readiness for school and their future learning. They play cooperatively and happily with children of different ages. They show persistence in their learning as they build with bricks or make paintings and collages. Children relish being outside, running, balancing, riding and enjoying the fresh air and exercise.

## Setting details

<b>Unique reference number</b>	EY447368
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1060253
<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, Voluntary Childcare Register
<b>Age range of children</b>	0 - 10
<b>Total number of places</b>	54
<b>Number of children on roll</b>	91
<b>Name of registered person</b>	Daisy Chain Day Care Nurseries Limited
<b>Registered person unique reference number</b>	RP521702
<b>Date of previous inspection</b>	21 December 2012
<b>Telephone number</b>	01254471475

Daisy Chain Daycare Nurseries was registered in 2012. It is one of three nurseries run by Daisy Chain Day Care Nurseries Limited. The nursery employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications at levels 3 and 4, including one with early years professional status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who have special needs and disabilities.

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