

Daisychain Childcare

H M S Raleigh, Trevol Road, Torpoint, Cornwall, PL11 2PD



Inspection date

Previous inspection date

31 July 2017

7 July 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The manager does not monitor staff performance well enough to ensure they maximise all opportunities to support children's play and learning. Teaching standards are variable.
- Although the management team evaluates staff practice and identifies areas for improvement, it does not take enough effective action to drive improvement that results in consistently good outcomes for children. For example, at the last inspection, it identified mathematics as targets to develop, but has not taken any steps to address this.
- At times, staff do not fully involve all children to share their ideas or views.

It has the following strengths

- Staff organise a range of activities that encourages children to be curious and investigative in their play.
- Children feel secure. They form close bonds with staff, which ably support their self-esteem and confidence. Children behave well.
- Children benefit from a wide range of opportunities to develop their physical skills. They enjoy frequent outdoor play, where they explore and play energetically with challenging activities, such as using balance beams and ride-on toys.
- Partnerships with parents are positive. Staff work well with parents to provide children with consistent learning arrangements, such as developing their literacy skills.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ develop staff support processes further to support individual staff's professional development and raise teaching standards across the setting	28/08/2017
■ improve monitoring procedures to ensure children enjoy experiences across all areas of learning to make as much progress as possible, especially in mathematics.	28/08/2017

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

- develop reflective procedures even further to build on areas for development and drive positive outcomes for children
- build on group activities to include all children's views and ideas.

Inspection activities

- The inspector observed children playing in different learning environments.
- The inspector completed a joint observation with the manager.
- The inspector spoke to staff, parents and children at appropriate times during the inspection.
- The inspector held a meeting with the manager and the owner to discuss how the nursery is organised and how they monitor children's progress and development.
- The inspector sampled a range of documents, including staff suitability checks and children's development records.

Inspector

Tristine Hardwick

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The manager and staff are confident to identify and report any concerns they have about children's safety and welfare. The manager effectively recruits new staff and ensures all staff receive appropriate suitability checks to work with children. Although the manager provides ongoing support to staff, she does not help them to develop their practice enough to make good use of potential learning opportunities for children. For example, as younger children played with dominoes, some staff just sat and did not interact. Staff complete some courses, such as paediatric first-aid, and have regular meetings together. However, these are not effective enough and this contributes to inconsistent teaching standards. The manager and staff have addressed some of the recommendations set at the last inspection, such as reducing the volume of music played. However, they have not extended learning across all areas of mathematics. Self-evaluation is not effective enough to drive continuous improvement.

Quality of teaching, learning and assessment requires improvement

Staff prepare a range of activities that interests children. Some staff make appropriate use of these opportunities, such as supporting children's physical skills to throw and catch balls. However, some staff frequently miss opportunities to help children progress. For example, as younger children play with sand, staff do not build on what children know and extend their learning. Similarly, during group activities, staff do not encourage all children to be involved and to share their thoughts. The manager works closely with staff to complete observations and assess children's development. She monitors children's progress, such as identifying strengths and gaps in their learning, and recognises some areas that are supported less than others, such as mathematics. However, she does not take appropriate steps to make effective improvements.

Personal development, behaviour and welfare are good

Staff are good role models and are attentive towards children's personal care needs. They give regular reminders to children about keeping themselves safe, such as wearing hats in the sun and washing hands. Children seek staff for cuddles and attention, which staff gladly give. Children complete simple tasks on their own, such as changing their wet clothes after outdoor water play and serve themselves lunch. This helps them to develop good independence skills and confidence.

Outcomes for children require improvement

Overall, children develop some skills that help to support their future learning, such as school. They build positive language skills, such as through singing and are physically active, controlling their bodies with increasing confidence. Children enjoy being creative and use a range of materials, such as paint, to help develop very early writing skills. However, teaching standards are variable. Children do not make as much progress as they could.

Setting details

Unique reference number	EY415486
Local authority	Cornwall
Inspection number	1071319
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 4
Total number of places	43
Number of children on roll	39
Name of registered person	Sally Marie Grey
Registered person unique reference number	RP905697
Date of previous inspection	7 July 2014
Telephone number	01752 816300

Daisychain Childcare registered in 2010. It is located in Torpoint, Cornwall. The nursery is open each weekday from 7.30am to 5.30pm, all year round, except public holidays. There are eight members of staff and, of these, seven hold an appropriate early years qualification. There are four staff with level 3, one member of staff has qualified teacher status and the manager holds a level 4 qualification. The nursery also employ a cook. The provider receives funding to provide free early education for children aged two, three and four years.

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