

Daisychain Day Nursery

160 Top Lane, Whitley, MELKSHAM, Wiltshire SN12 8RB



Inspection date	18 February 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The dedicated manager and owner have high expectations of staff and for children. They have worked tirelessly together to identify and address areas for development, to improve the quality of the provision for children. They gather and value the views of staff and parents, and respond promptly to any concerns.
- The manager evaluates the quality of teaching accurately. She observes staff regularly and models effective practice to extend their skills and promote outcomes for children.
- Children are extremely happy. The kind and caring staff support them very successfully to settle on arrival and during the transition to the next base room. Staff praise children for their efforts and achievements to raise levels of self-esteem. Staff support all children's individual needs and emotional well-being highly effectively.
- Children's behaviour is impeccable. The manager and staff provide a welcoming and calm learning environment. They are superb role models and consistent in their approach. They teach children to respect and value opinions of others. Children learn to share and take turns from an early age.
- Parents feel involved in their children's learning. Staff keep them very well informed about nursery events and children's learning. They receive a wealth of information throughout the day about their children's care and learning 'moments'. Most parents share information about children's ongoing achievements at home to inform staff planning for children's next steps in learning.
- Staff make accurate assessments of children's progress and use their knowledge about children's interests to plan and provide a wide range of stimulating activities, experiences and accessible resources that capture children's curiosity.
- The manager monitors children's progress and the educational programmes well to identify and address any gaps. Staff work with parents and other professionals to close gaps in children's learning to help prepare them for school.
- At times, staff do not provide older children with enough time to think and solve problems by themselves.
- Staff do not consistently make full use of opportunities during planned activities to extend younger children's engagement and creative ideas as well as possible.

What the setting needs to do to improve further

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

- give older children more time to think and solve problems, to enrich their mathematical learning and development
- review the organisation of some activities for younger children to extend their creative thinking and levels of engagement.

Inspection activities

- The inspector talked to the manager, the owner, staff, children and parents at appropriate times.
- The inspector observed the quality of teaching and learning inside and outside.
- The inspector completed a joint observation with the manager.
- The inspector sampled a range of documents, including staff's and children's records, attendance registers, information about planning, information shared with parents, the safeguarding policy and procedures, weekly menus and the complaints record.

Inspector
Karen Allen

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff complete risk assessments to ensure the environment is safe for children. Hygiene standards are high. The manager ensures staff are deployed effectively throughout the day to supervise and interact with children. Staff know the procedures to follow should they have any concerns about a child or if an allegation is made. The manager supports staff's professional development. For example, they attend training events and cascade information they receive to other staff during staff meetings. Behaviour management training has increased staff confidence and consistency to support children highly successfully to manage their feelings and behaviour.

Quality of teaching, learning and assessment is good

Children are motivated to learn. Babies are keen to explore a treasure basket of wooden objects. Pre-school children are fascinated as they examine the properties of natural loose parts with staff. Staff extend babies' developing vocabulary, for example, when they look at picture books. Children are active learners, enjoy role play and develop their imagination and language skills. Staff join in enthusiastically as pre-school children re-create the 'Gruffalo' story in the soft-play room, extending learning. Staff embed counting skills in activities for all ages. They support toddlers' understanding of shapes as they build a cardboard box house, using resources from the 'imagination station'. Older children learn to create and identify patterns in wet sand. Children develop an understanding of the world. For instance, staff teach older children about solar energy and electricity as they talk about how traffic lights might work.

Personal development, behaviour and welfare are outstanding

Children form excellent bonds with their key person and other staff. Children develop self-care and independence skills. Staff work highly successfully with parents to potty and toilet train children. Older children practise changing their clothes for music-and-movement sessions, in readiness for school. They are confident and competent to pour their own drinks and serve themselves food, passing the serving dishes around the table to their peers. All children benefit tremendously from freshly prepared nutritious snacks and meals. Parents talk enthusiastically about the variety of food their children get to try. All babies and children get plenty of fresh air and exercise. They develop excellent physical skills and enjoy regular walks in the local environment, activities in the soft-play room and yoga sessions. Children of all ages play harmoniously together.

Outcomes for children are good

All children, including those with special educational needs and/or disabilities, make good progress from their starting points. Children develop confidence, make choices, learn social skills and build friendships. Babies and children develop their communication skills. Babies babble in delight during singing activities. Older children develop good listening skills and follow instructions. They remain focused during activities and concentrate for long periods. Children develop strength in the muscles in their hands in preparation for writing. For example, babies explore chunky crayons and paint to make marks, and toddlers use glue brushes competently during craft activities. Pre-school children experiment with a variety of tongs, clips and clamps to transport and fix things together.

Setting details

Unique reference number	EY544617
Local authority	Wiltshire
Inspection number	10094376
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	70
Number of children on roll	98
Name of registered person	Golden Mountains Ltd
Registered person unique reference number	RP533618
Date of previous inspection	Not applicable
Telephone number	01225 707220

Daisychain Day Nursery re-registered in 2017 under a new owner. It is situated in Whitley, near Melksham. The nursery employs 17 members of childcare staff. Of these, 16 hold relevant early years qualifications from level 2 to level 5. The nursery also employs a cook. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery receives funding to provide free early years education for two-, three- and four-year-old children.

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