

# Inspection of Daisychains Nursery

Chequers Road, Minster on Sea, SHEERNESS, Kent ME12 3QU

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Inspection date: 16 December 2019

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## **Overall effectiveness**

**Good**

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Outstanding

## What is it like to attend this early years setting?

### The provision is good

Children thrive in this welcoming and inclusive setting. Staff welcome all parents and children by name. As one parent stated, 'Every child is known and seen.' Partnerships with parents are exceptional. Staff take great care to get to know the children and their families. Staff gather excellent information before children start to attend the nursery. They use this information to plan activities that ensure children settle and feel safe immediately.

Children's behaviour is exemplary. Staff support them to quickly begin to make friendships and to learn the nursery routines. Staff have consistently high ambitions for all children, including those with special educational needs and/or disabilities. They swiftly identify the support each individual child needs and work with parents and outside agencies to put this in place.

Children are supported to become very effective communicators. Staff pay close attention to babies' non-verbal cues and skilfully support their drive to communicate. They extend toddlers' vocabulary as they chat together and engage the older children in interesting conversations. Leaders and managers work with staff to plan a diverse curriculum that builds on what children know and can do right from the start.

### What does the early years setting do well and what does it need to do better?

- Staff provide excellent experiences in all areas of the nursery. These support children to develop the skills that they need to be ready to move on to the next stage of their learning. Staff develop a deep understanding of children's prior knowledge and interests. They use this to plan highly engaging activities that give children exceptional opportunities to extend their knowledge. For example, very young children's fascination with sensory play is used to build their language and physical skills as they play with salad spinners filled with fairy lights.
- Leaders and managers engage all staff and parents in the development of the nursery. However, occasionally, leaders and managers do not act with sufficient speed to address issues that they identify. Staff have a wide range of opportunities to develop their practice. For example, new staff are allocated a buddy to support and mentor them. All staff have access to extensive online and face-to-face training opportunities to enhance their practice.
- Staff who attend external training share their knowledge by giving presentations at staff meetings and introducing new ideas. For example, staff who attended training on supporting behaviour identified the importance of checking the well-being of children with their parents at every handover. This resulted in positive changes to handover routines. Sometimes, leaders and managers are not

successful in ensuring that their instructions to staff have been fully understood and implemented by all staff.

- Staff provide impressive opportunities for children to be physically active indoors and outside. For example, young children go on walks around the grounds and play activity rhymes indoors. Staff take these opportunities to help them to notice that running makes them hot and breathe harder. Older children learn to take risks and develop their physical skills in the impressive range of outdoor opportunities. For instance, they ride their balance bikes over the slopes and take part in forest school activities.
- Staff provide plentiful opportunities for children to enjoy books, songs and stories across the whole nursery. Staff and children use mathematical language naturally in their play. Staff take every opportunity to teach children new ideas and concepts. For example, children watching a tower being demolished in the distance were supported to notice that they did not hear the explosion until some time after they saw the tower collapse.
- Staff teach children to be confident and determined learners. Staff prepare all children exceptionally well for the transitions in the setting. Children are given extensive opportunities to become fully familiar with new rooms before they move on as they are ready. Staff plan highly effective activities that support children to settle into the next stage of their learning quickly. The headteacher of the adjacent school speaks highly of the accomplished work of the nursery staff to support children to continue to thrive as they move on to school.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers implement robust recruitment arrangements to ensure staff are suitable to work with children. They review staff's suitability at termly supervision sessions. Staff complete regular safeguarding training. Safeguarding is discussed at every staff meeting and supervision session. Staff know how to raise a concern with their safeguarding leader and who to go to if they need to take issues further. They know how to raise concerns about adults who work with children and demonstrate a commitment to keeping children safe.

## What does the setting need to do to improve?

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

- implement robust systems so that leaders and managers are certain that all staff fully understand and implement policies and procedures
- act with appropriate speed to address all leadership and management issues that are identified.

## Setting details

<b>Unique reference number</b>	EY405580
<b>Local authority</b>	Kent
<b>Inspection number</b>	10128616
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	62
<b>Number of children on roll</b>	102
<b>Name of registered person</b>	Daisychains Nursery Committee
<b>Registered person unique reference number</b>	RP524299
<b>Telephone number</b>	01795876473
<b>Date of previous inspection</b>	9 March 2016

## Information about this early years setting

Daisychains Nursery registered in 2009. It is a committee-run setting in Minster on Sea, Sheerness, Kent. The nursery is open from Monday to Friday all year round, except for bank holidays and for a week at Christmas. Sessions are from 8am until 6pm. The nursery employs 22 members of childcare staff, 17 of whom hold appropriate qualifications at level 3, and one member of staff holds a qualification at level 4. There is also a qualified teacher. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Terrie Simpson

## Inspection activities

- The manager and the inspector had a tour of all areas of the nursery together and discussed how children learn.
- The inspector spoke to children and staff throughout the inspection and took account of their views.
- The manager and the inspector conducted a joint observation and discussed their findings.
- Several parents met with the inspector to share their experiences of having children attend the nursery.
- The inspector observed teaching across the nursery and assessed the impact on children's learning and development.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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