

Inspection of Daisy Chain Nurseries Langho

The Chapel, Whalley New Road, Langho, Blackburn BB6 8EQ

Inspection date: 20 May 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children thrive in this warm and welcoming nursery and enjoy a broad and balanced curriculum. The indoor and outdoor learning environments are stimulating and provide good opportunities for children to make safe and independent choices. Children show great enthusiasm and positive attitudes towards their learning. They develop confidence and demonstrate a strong sense of belonging. Babies thoroughly enjoy exploring natural objects. They play peek-a-boo with fabrics and giggle in anticipation at staff who are enthusiastic and playful in their approach.

Staff's interaction with children is warm, caring and nurturing. This has a positive impact on children's confidence and self-esteem and their readiness for learning. Staff recognise the uniqueness of each child. The highly effective key-person system helps to ensure that children's emotional well-being is supported effectively. Babies in particular quickly develop a strong sense of security and build very close attachments to staff.

Staff highly value contributions from parents. They use information about children's achievements at home to complement their learning and help them to consolidate new skills. Parents are extremely complimentary about the staff team and the care and learning they provide. They are particularly grateful for the advice, support and guidance that staff have afforded them during the pandemic.

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

- Children are developing a good understanding of how to keep themselves safe. They eagerly complete their own risk assessments of the garden area, making sure that the space is safe for their friends to use. Particular attention is given to strengthening children's emotional well-being and resilience. Children enjoy regular yoga sessions that help to boost their self-esteem, increase an awareness of their bodies and aid their ability to regulate their feelings.
- Children play collaboratively with each other and need little help from staff when taking turns and sharing equipment. Older children successfully regulate their own play. For example, when children wish to play in a certain area, they notice that the activity is full and patiently wait for their turn.
- There are high expectations for all children to make good progress, particularly in their communication and language skills. Staff build coherently on children's existing skills and knowledge. They ask questions and use repetition, recall and descriptive language. For example, as children explore different fruits and vegetables, staff ask them to describe what they see and what the fruits taste like. However, occasionally in the pre-school room, the organisation of some group activities means that opportunities for some children's learning are not fully extended.

- Children follow daily routines with confidence and show good levels of independence. Young children feed themselves independently. Older children competently pour their own drinks and skilfully chop up their own fruit. However, sometimes the organisation of mealtimes in the baby room means that children wait for prolonged periods and become distracted and restless.
- Older children have lovely opportunities to learn about the wider world around them. For example, they learn about growth and decay as they plant seeds and develop an awareness of how to care for living things. Children engage in activities that reflect difference and diversity. One successful way they do this is by learning about festivals such as Eid.
- Children with special educational needs and/or disabilities and those in receipt of additional funding make good progress in their learning. There is a strong commitment to working with external agencies. Staff swiftly act on the advice given to them to provide purposeful activities to excel children's learning.
- Staff speak highly of the support they receive from management and clearly enjoy their work. They are committed professionals whose passion in supporting children to have the best possible start is clearly evident.
- The dedicated manager and deputy work well with their staff team to evaluate the effectiveness of the nursery and identify areas for further improvement. Observations of practice support staff to develop their teaching skills. Training has a positive impact on experiences for children. For example, staff in the baby room have a deep understanding of the importance of attachments.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their role and responsibility in protecting children from harm. They confidently explain the procedures they would follow should they have concerns about a child's welfare or the practice of a colleague. The importance of safeguarding is regularly discussed at meetings and during staff supervision sessions. Scenarios and questioning are used to strengthen staff's understanding of how they would react to certain situations and the action that they should take. This helps to inform any additional training needs. There are highly effective staff recruitment and induction arrangements in place.

What does the setting need to do to improve?

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

- support staff to enhance the organisation of larger group activities, in order to enrich children's learning opportunities further
- assist staff to implement a consistently successful lunchtime routine, so children benefit from a calm and sociable experience.

Setting details

Unique reference number	2589093
Local authority	Lancashire
Inspection number	10195529
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	58
Number of children on roll	29
Name of registered person	Welcome Nurseries Ltd
Registered person unique reference number	2576357
Telephone number	01254 471475
Date of previous inspection	Not applicable

Information about this early years setting

Daisy Chain Nurseries Langho registered in 2020. The nursery operates from 7.30am to 6pm, Monday to Friday, all year round, with the exception of bank holidays. The setting closes at Christmas for one week. There are currently six staff working directly with the children, all of whom hold appropriate early years qualifications at level 3 or above. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karen Cox

Inspection activities

- This was the first routine inspection the setting received since the 2020-21 COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector spoke with staff, children and parents at appropriate times throughout the inspection.
- A learning walk was completed with the manager to discuss the curriculum intent and how the provision is organised.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector held a meeting with the manager. She reviewed a variety of documents, including qualifications, first-aid certificates and policies.
- The inspector observed interactions between staff and children during activities and assessed the impact of teaching on children's learning.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021