

Inspection of Daisy Maisies Chapelfield

Wilsden Road, Widnes, Cheshire WA8 7XS

Inspection date: 3 August 2021

Overall effectiveness **Good**

The quality of education

Good

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 are extremely well settled, thriving and happy at the nursery. They have very strong bonds with staff and with each other. Children have adapted well to the changes implemented due to the COVID-19 (coronavirus). They enter the nursery with excitement and confidence alongside their key person. Nursery routines and expectations are consistent and very well established. This is a contributing factor in children's exemplary behaviour and eagerness to learn. The high levels of patience and engagement they demonstrate are commendable. Children have learned about the importance of sharing, turn taking and being respectful to others. They show a great deal of genuine kindness and support to their peers. When children feel nervous crossing the balance beam they are gently supported with a guiding hand and words of reassurance from their friends.

Children have lots of opportunities to play outdoors and exercise their large muscles. They enjoy the challenge of learning to balance, skip, climb and jump when taking part in an obstacle course. Daily physical development sessions give children the chance to observe and discuss the effects that exercise has on their bodies. They learn about different foods and the importance of making healthy choices. Children are very well supervised and supported to take risks safely.

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

- Managers are clear about the things they want children to learn. They plan and sequence a curriculum that is exciting and unique. Frequent observations and assessments help managers to identify gaps in learning and any children that are at risk of falling behind. All children, including those with special educational needs and/or disabilities, make good progress.
- Managers ensure that children receive any additional funding they are entitled to. However, they do not always consider how it can be used to better support individual children's learning needs. This means it is not clear what impact additional funding is having on some disadvantaged children.
- Communication and language development is a focus at the nursery. Younger children frequently join in with familiar songs and rhymes. They sit for impressive periods of time, listening intently to stories they enjoy. Older children learn the meanings of new and interesting words, such as 'explode.' They are developing the skills they need to be confident communicators.
- Children's mathematical skills are very good. They eagerly count in sequence, recognise numerals and use objects to add and subtract. Children sing and role play familiar number songs with a great deal of confidence. Older children practise their early writing skills as they learn to form some numerals correctly.
- Children are determined and highly motivated. Babies have a can-do attitude when learning how to use tools to manipulate dough. They observe staff

modelling the correct way and copy them carefully. They are persistent when they find it difficult at first. Older children develop their resilience when learning to walk while carrying a bean bag balanced on top of a bat. They keep trying and are excited when they achieve their goal. Children have high levels of self-esteem and ambition.

- Children are developing a good level of independence. They tend to their own care needs, put on their shoes and help to apply sun cream. Older children learn to follow written instructions when making dough independently. They are quickly developing the skills they need for the next stage in their learning.
- Arrangements for supervision, coaching and mentoring are in place. Staff have regular opportunities to access training and further their professional development. However, the feedback staff receive on their performance is not consistently focused on raising the quality of education even higher. This means, occasionally, staff do not extend activities to fully challenge the most-able children.
- Partnerships with parents are effective. Parents are happy with the quality of care provided for their children. Although they do not enter the nursery playrooms anymore, due to COVID-19, they still feel involved in children's learning. Parents receive frequent updates about the nursery and have lots of opportunities to share their views and opinions.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding policies and procedures are robustly implemented to ensure children are safe. Managers and staff have a good knowledge and understanding of their responsibilities to protect children from harm. They can discuss the signs and symptoms of abuse and what would concern them about a staff member's behaviour. Staff confidently know the procedures for referring concerns about children or staff. They understand the importance of reporting safeguarding concerns beyond senior managers if they were ever unhappy with the response to any concerns raised. Managers ensure that staff are deployed effectively. Well-embedded procedures are in place to record and monitor accidents and incidents and are shared with parents.

What does the setting need to do to improve?

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

- use additional funding even more effectively to directly support children's individual needs and development
- provide staff with more specific feedback during supervisions in order to raise the quality of education to an even higher level.

Setting details

Unique reference number	EY536108
Local authority	Halton
Inspection number	10201605
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	80
Number of children on roll	147
Name of registered person	Daisy Maisies Limited
Registered person unique reference number	RP531490
Telephone number	01514200450
Date of previous inspection	13 September 2018

Information about this early years setting

Daisy Maisies Chapelfield registered 2016. The nursery employs 31 members of staff. Of these, 24 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kayte Farrell

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the nursery and has taken that into account in her evaluation of the nursery.
- The manager gave the inspector a tour of the nursery and discussed how the curriculum is planned and implemented.
- The inspector observed the quality of teaching indoors and outdoors and evaluated the impact on children's learning.
- A leadership and management meeting was held with the provider and managers.
- Discussions were held with staff, parents and children at appropriate times throughout the inspection.
- Documentation relating to the suitability of staff was checked. The inspector looked at paediatric first-aid certificates and qualification certificates.

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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