

Inspection of Daisy Chain Day Nursery

Cinder Lane, Heworth, York YO31 7TP

Inspection date:

27 September 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The manager and well-established staff team provide a caring, loving environment to help children to grow and develop. They focus on providing support for the whole family through a nurturing, positive approach. Children have close bonds with staff and show that they feel happy, safe and secure in the nursery. Parents speak highly of the manager and the team. They comment on how staff have maintained effective communication, despite the challenges faced throughout the COVID-19 (coronavirus) pandemic. Staff are good role models for children and use praise to encourage their positive behaviour. Children show awareness of rules and boundaries and are kind to each other. They learn how to share and take turns.

Staff help children to build secure foundations for their future learning. They provide a wide range of experiences, indoors and outdoors, which help children to make good progress. Babies explore pasta shapes, and staff model vocabulary to them as they play. They are keen to practise new language skills and show delight as they copy new words. Toddlers develop good physical skills and staff teach them about safety as they jump off climbing frames onto mats. Older children focus and concentrate on activities they choose, such as playing imaginatively with dinosaurs and drawing family pictures.

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

- Staff gather detailed information about children's likes, dislikes and preferences. They provide visits for children who are new to the nursery and talk to parents about children's development. This helps staff to get to know children and consistently meet babies' individual care needs. For example, staff know how babies like to sleep and sing songs to them when they become upset. This is highly effective, and babies settle very quickly. Other staff know which children need help during lunch. They provide support to toddlers and praise them for trying new foods and feeding themselves.
- Children are keen to learn and show enjoyment in activities. For instance, toddlers explore foam in large trays and laugh as staff use this to point out facial features. Young children talk to staff about how they wash their car and use sponges and bubbly water to wash the ride-on car outdoors. Older children use their imaginations as they play with figures and come up with themes. The manager is currently supporting the staff to enhance their teaching even further so that it is of a consistently high quality and challenging for children. For example, she has identified times when staff miss opportunities to extend children's learning during their self-chosen play.
- Staff teach children about the importance of being healthy and safe. They encourage children to take an active part in their own self-care and become independent. For instance, young children are praised for washing their hands

thoroughly and trying healthy food. Older children use bandages and scissors to pretend to wrap up staff's arms and legs after they have 'fallen and been hurt'.

- The manager uses early years pupil premium funding to support children's individual needs and close any gaps in their development. For example, the outdoor environment has been developed and enhanced to provide children with a broad curriculum if they prefer to learn outdoors. Staff provide support for children who speak English as an additional language. They have one-to-one time with staff to learn new English words, and staff gather some key words from their home language. However, at times, they do not plan large-group times as effectively to engage and enable children who speak English as an additional language to fully participate.
- Staff say that they feel valued and are happy in their role in the nursery. They report that they look forward to coming to work everyday and the manager really invests in them. The manager provides staff with regular meetings, supervision sessions and access to professional development opportunities. This has a positive impact on staff's well-being and they are keen to contribute to the improvements in the nursery. For instance, children in the tweenies room show higher levels of engagement in activities as staff have provided lower-level storage for them to make more choices.
- The manager and staff team work hard to establish and maintain effective partnership working. For example, they work alongside a high number of schools and gather information to help children prepare to move on. Parents are very happy with how staff work in partnership with them. They say that their children receive consistent individual attention in every room. Parents are happy with how staff build on children's heritage and family backgrounds.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff team prioritise children's safety and well-being. They know children and their families extremely well and quickly identify and respond if support is needed. Staff are highly vigilant and know how to record and report concerns about children's welfare swiftly. The manager provides opportunities for them to refresh their knowledge of child protection procedures and wider safeguarding issues, such as county lines and witchcraft. The manager ensures that staff are suitable to work with children. She follows robust procedures to recruit new staff and obtains enhanced Disclosure and Barring Service checks. Staff and parents are provided with clear risk assessments and procedures in relation to health and safety. This helps them to know and understand the latest guidance to keep themselves and 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 plans to help staff focus their teaching during children's play, to help them make even more progress and deeply engage in experiences
- consider further ways to support children who speak English as an additional language, specifically during group times, to help them extend their vocabulary and participate fully in larger groups.

Setting details

Unique reference number	EY153271
Local authority	York
Inspection number	10067054
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	54
Number of children on roll	49
Name of registered person	Foers, Beverley
Registered person unique reference number	RP512381
Telephone number	01904 422211
Date of previous inspection	27 October 2015

Information about this early years setting

Daisy Chain Day Nursery registered in 2001. The nursery employs 15 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The manager has qualified teacher status. The nursery opens from Monday to Friday all year round, except for bank holidays. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Michelle Lorains

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 provider and has taken that into account in her evaluation of the nursery.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Two joint observations were carried out by the manager and the inspector, indoors and outdoors, during experiences with children of different ages.
- The inspector held a discussion with the manager in relation to the leadership and management of the nursery. She looked at relevant documentation, including evidence of recruitment, staff's qualifications and their suitability to work with children. The inspector discussed children's learning and development with the staff team and nursery manager.
- The inspector spoke to parents and obtained verbal and written feedback for the inspection.

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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