

Inspection of Daisy Chain Nursery

Daisy Chain Nursery Basingstoke Ltd, Rear of Popley Fields Community Centre,
Carpenters Down, BASINGSTOKE, Hampshire RG24 9AE

Inspection date: 19 October 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 Good

What is it like to attend this early years setting?

The provision is good

Children enter the nursery happy, confident, and ready to learn. Staff place great importance on emotional well-being. They have high expectations for the children, and this is embedded into the practice. The nursery offers a welcoming outdoor environment where children can explore. Children move freely around the garden learning about nature. They handle the worms with care as they gently place them in the wormery. Children use mathematical language describing big and little worms. They work cooperatively within their play. Children engage in role play and develop good imaginative skills. They use a range of 'real' objects, such as typewriters and telephones. Children enjoy a wide range of fiction and non-fiction books which they share together. They sing songs and join in the activities with the staff. This helps to develop their vocabulary and builds on their communication and language skills. Children behave well. They develop good independence skills. For example, at mealtimes, they serve themselves and then queue after lunch to place their dirty plates into the bowl. They form strong friendships and show a great level of respect towards each other and staff. Children have a positive attitude towards learning and are keen to be involved in the activities.

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

- Staff plan and implement a well-designed curriculum, building on children's interests. For example, a hairdressing area allows children to experiment with mannequins and wigs as children showed fascination with hair.
- Parents talk highly about the nursery and staff. They compliment the team on how they feel reassured when leaving their children for the first time. Staff share ideas with parents about how they can help children to learn at home. Staff keep parents informed about their progress through an online learning journal.
- Staff provide opportunities for children to grow their own food in the garden to gain an understanding of where food comes from. The chef then shares with the children when he uses the food, such as herbs, in the meals he prepares.
- Children behave well in the setting, supported by staff who are responsive to their emotional needs. Children have strong relationships with their peers and the adults who care for them.
- Staff encourage children's independence well. Children serve their own lunches and pour water by themselves. They are also encouraged to put on their own shoes, with staff supporting as necessary. In the pre-school room, staff offer support for children to further develop a sense of responsibility. For example, they provide a helper board and children respond well to this.
- The nursery staff maximise opportunities in the community. They take children on trips to the local supermarket on the bus and visit the local care home. They liaise with the local school and pre-school, building on children's experiences and personal development.

- Children are curious and explore the well-designed indoor and outdoor environment which supports them in gaining an understanding of the world around them. Staff engage children in discussions and the children talk about the worms 'going home' when they are not able to find any more for their wormery.
- Children enjoy being creative and staff support this well. They select from a range of materials and share their creations with staff members.
- Staff who support children with special educational needs and/or disabilities have a clear understanding of their role and responsibilities. They use their knowledge and experience to great effect to ensure that each child has the correct care, so that any gaps in learning close as quickly as possible. They engage effectively with professionals to ensure that the children's needs are met.
- The manager engages with staff to ensure that she is aware of any pressures on their well-being due to workload. Staff receive regular supervision and appraisals and feel very supported in their well-being. Children experience a wide range of opportunities to extend their knowledge and help them think for themselves. However, at times, staff do not provide children with further challenge and explanation to develop their learning.

Safeguarding

The arrangements for safeguarding are effective.

The management and staff know the children in their care well and are committed to ensuring their safety and welfare. Staff supervise children well in the nursery. They complete regular safeguarding training and demonstrate a good level of knowledge and understanding of the policies and ways to keep children safe. Robust recruitment procedures are in place, including enhanced Disclosure and Barring services checks. A comprehensive induction helps to ensure that staff are suitable. The manager completes appropriate checks on staff and undertakes regular checks to ensure their ongoing suitability. Staff have a good understanding of wider safeguarding issues, such as female genital mutilation.

What does the setting need to do to improve?

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

- focus supervision more precisely to support staff to develop the skills to consistently challenge children to think for themselves and raise the quality of education to the highest level.

Setting details

Unique reference number	EY494143
Local authority	Hampshire
Inspection number	10209021
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	74
Number of children on roll	69
Name of registered person	Little Shipmates Group Limited
Registered person unique reference number	RP903282
Telephone number	01256 356084
Date of previous inspection	4 September 2017

Information about this early years setting

Daisy Chain Nursery re-registered under new ownership in 2015. The nursery is based in a building to the rear of the Poppy Fields Community Centre in Basingstoke, Hampshire. The nursery operates each weekday from 8am to 6pm, all year round, with the exception of bank holidays. There are 24 members of staff, including the staff team, an administrative assistant and a cook. Of these, one member of staff holds a qualification at level 6 and a further 13 hold qualifications at level 3. The nursery receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Lindsay Osman

Inspection activities

- This was the first routine inspection received since the COVID-19 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 parents about their children's progress to gain their views.
- Two joint observations were carried out with the nursery manager.
- The inspector and nursery manager completed a learning walk to understand how the early years provision and the curriculum is organised.
- The inspector sampled a range of documentation, including suitability checks, first-aid certificates, and staff records.
- The inspector observed the interactions between staff and the children and considered the impact on their 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.

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