

Inspection of Daisy Chain Childcare Ltd

William Gasgoine Centre, Acre Road, LEEDS LS10 4DE

Inspection date: 29 September 2021

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Although children enjoy being at the nursery, their safety is compromised by staff's weak safeguarding knowledge. Some staff lack an understanding of effective safeguarding procedures. For example, some staff do not have sufficient knowledge and understanding of the signs and symptoms which should cause a safeguarding concern to be raised.

Children arrive feeling happy, instantly greeted by staff and other children. Since the COVID-19 (coronavirus) pandemic, parents have not entered the nursery. Staff have met children and parents at the gate and escorted the children inside.

Staff build good relationships with the children. This helps children to settle in quickly. Overall, staff understand how to support children's individual learning needs during play. They have a good understanding of the early years foundation stage and use this to help assess children's learning. Staff use this information to plan and enhance the play equipment and provision according to children's interests and learning needs. However, the quality of education is variable and staff do not always remain vigilant. They sometimes fail to recognise and respond consistently to children's unkind behaviour. As a result, their behaviour becomes disorderly and chaotic. This has an impact on children's learning and emotional well-being.

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

- Although the management team is committed to the nursery, they have a poor oversight of the quality of provision. They fail to use self-evaluation effectively to identify weaknesses in staff's knowledge of child protection. Although staff have attended training, managers do not robustly check that all staff understand the signs which might indicate that a child may be at risk of harm.
- Most children behave well. However, staff do not consistently implement effective behaviour management strategies. This does not support children to have a good understanding of right from wrong from an early age. On occasions, during the inspection, staff were not always aware of what children were doing until the inspector made them aware that children were pushing each other, snatching toys from one another and two children were hitting each other.
- Staff provide some support for children with special educational needs and/or disabilities. For example, staff use visual aids to communicate with children who struggle to understand routines. Parents comment on how 'caring and supportive' the staff team are. However, some parents are unaware of their child's next steps in learning and of how to support their child's learning at home. The team does not consistently support a joint approach to children's

learning and care.

- The weakness in safeguarding has a negative impact on children's well-being. However, staff teach children good hygiene habits that help to support their good health. For instance, young children learn to wash their hands before they eat. Meal and snack times are a social occasion. Staff sit with children and engage in discussions as they enjoy healthy snacks. For example, they discuss the health benefits of different fruits and learn to drink water to keep hydrated. Children plant and grow their own vegetables in the garden.
- Overall, children are developing increasing independence and some of the self-care skills they need for further development. For instance, they have a go at putting on their own shoes and coats. They are able to ask for help to meet their needs, for example asking for a tissue to wipe their nose. The older and most able children use the toilet independently and wash their hands confidently.
- Children benefit from plenty of fresh air and exercise, helping to promote their physical health. Regular exercise is incorporated into the daily routine. Children are keen to take part in yoga sessions and learn about how exercise is good for their bodies. Children enjoy developing their growing physical skills, such as when they practise balancing along the large tyres and wooden planks.
- During a dough-making session, staff talk to children about the activity and encourage children to recognise the changes happening to the dough. Staff use descriptive words and ask children questions. This helps to promote children's language skills. Children use different words to describe the sticky dough they squeeze with their fingers.

Safeguarding

The arrangements for safeguarding are not effective.

The management team and staff lack understanding about their roles. For example, they do not consistently understand the procedures for gathering and maintaining information from other professionals, for example children's services. This means that important information is not passed on, which puts children at significant risk. The management team do not have sufficient oversight of staff safeguarding knowledge or their understanding of the nursery policies and required safeguarding practices. As a result, they have failed to identify that some staff do not understand safeguarding issues. For example, they are unable to identify signs that indicate a child or family may be at risk of radicalisation and other types of abuse.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
put systems in place to check that all staff have a secure knowledge and understanding of the signs that might indicate children are at risk of harm, including wider safeguarding matters, such as the 'Prevent' duty guidance	03/11/2021
improve information-sharing with other professionals and parents involved in children's lives to ensure that their well-being and learning and development are supported	03/11/2021
ensure staff are deployed and communicate more effectively, so that all children are supervised and monitored more closely during their play	03/11/2021
improve coaching, training and support for staff to help provide consistency in teaching and so they develop a clear understanding of their roles and responsibilities to manage and promote children's behaviour.	03/11/2021

Setting details

Unique reference number	EY472998
Local authority	Leeds
Inspection number	10069541
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	2 to 4
Total number of places	68
Number of children on roll	123
Name of registered person	Daisy Chain Childcare (Pre-School) Ltd
Registered person unique reference number	RP535473
Telephone number	07801866003
Date of previous inspection	5 September 2014

Information about this early years setting

Daisy Chain Childcare Ltd was registered in 2014 and is situated in a converted community centre in the Middleton area of Leeds. The nursery operates from 8.30am until 5.30pm, Monday to Friday, term time only. The nursery employs 15 members of childcare staff, including the manager. Of these, 13 hold appropriate early years qualifications between levels 2 and 6. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Dent

Inspection activities

- This was the first routine inspection the setting 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 their evaluation of the setting.
- The inspector conducted a learning walk with the manager of the nursery.
- During a joint observation, the manager and the inspector evaluated the quality of education together.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- A sample of documentation, including staff's suitability records and policies and procedures, was looked at by the inspector.

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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