

Inspection of Daisy Chains Cheadle Nursery Limited

39b Tape Street, Cheadle, Staffs ST10 1ET

Inspection date: 20 January 2022

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children's safety is not always fully assured due to weaknesses in leadership and management. Children are left alone, for short periods of time, with staff whose suitability has not been fully verified. Where staff recognise a child may be at risk of harm, they appropriately record this information, but do not refer this to the appropriate children's social services in a timely manner. This does not fully safeguard children.

That said, children enjoy their time at nursery and are cared for by kind and attentive staff. Babies feel safe and secure with the staff who take care of them. They initiate games of peek-a-boo by bobbing down. Babies snuggle into staff's necks as staff gently rock them and talk to them in a soothing voice.

The quality of teaching is good. Babies relish exploring sensory play in a winter theme using flour and glitter. They sustain high levels of interest in the activity. Babies either use utensils or their hands to scoop the flour. They squish it between their fingers and squeal in delight. Staff encourage babies to feel and touch the blocks of ice. Once the ice starts to melt, the babies poke the cold water with their fingers then mix it with the flour to form a gloopy mess. Ample opportunities for babies to practise their newly developing physical skills are available. They crawl, pull themselves and slide down soft-play apparatus.

On the whole, children are ready for the eventual move to school, and some make exceptional progress in their learning. Children are confident and attentive learners. They listen carefully to instructions from staff and enjoy taking part in a number of activities designed to enhance their early mathematical and literacy skills. Children can confidently count and some can recognise numbers. Older children eagerly listen to stories and add words to the narrative when staff leave the anticipated gap. They are starting to learn how to write their name and can say the letter sounds of their name.

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

- The provider is not following current published guidance as they have not informed Ofsted of any confirmed cases of COVID-19 at the provision. This means that the regulator has not been able to risk assess accordingly.
- The provider has inadequate and ineffective systems to ensure suitable oversight of their provision. They do not provide their management team with appropriate support as required. They have not completed any monitoring or supervision meetings with their management team. The manager generally oversees the day-to-day running of the nursery. She completes some appropriate mentoring with her staff. All staff have access to online training to

build on their professional development. This particularly ensures that the quality of teaching remains good.

- Not all staff are suitably vetted for their roles. The provider does not implement appropriate induction procedures, so not all staff are not fully aware of their roles and responsibilities relating to safeguarding. Furthermore, those that do have some suitable safeguarding knowledge do not always act on this to implement the setting's safeguarding policy effectively when required.
- The manager and her well qualified staff team implement a well-thought-out curriculum. They know the children very well and have a good understanding of how children learn. The curriculum is sequenced to build on what children already know and can do, and what they need to learn next. Staff do not move on to the next learning objective until children are secure in their knowledge. For example, older children learning letter recognition and their corresponding sounds do not move on to the next letter until they have demonstrated a good understanding of the current one.
- Staff have high expectations for children's behaviour and, on the whole, children behave very well. Any unwanted behaviour is swiftly dealt with by staff in an appropriate way. Children learn about appropriate behaviour. They are reminded to have kind hands and be nice to their friends.
- Partnerships with parents are effective. Parents report that they are very happy with the care provided for their children. They say that staff are amazing and offer help and advice. Children take books from nursery to read at home. Parents comment on how they have received support in reducing the amount of time their child has with their dummy and say they are grateful that they now understand how it can hinder communication and language skills. Information is shared with parents about the progress their children make in their learning. Parents can take home 'learning packs' to complete activities with their children. This helps to further support children's progress.
- The manager and staff complete assessments on children's progress to help identify children who are falling behind or have gaps in their learning. Children who may have special educational needs and/or disabilities, and children who speak English as an additional language, have a package of support which is implemented by staff. This support assists these children to make good progress. However, where support has been requested from outside agencies, and not been forthcoming, managers do not continually chase this up or routinely re-consider all possible professional avenues of support.
- Staff support children who speak English as an additional language through a range of activities, such as visits to the local park and library, and celebrating children's cultures. However, staff do not consistently ensure children have rich opportunities to see, hear and use their home language while at the nursery.
- Good hygiene practices, including oral health, are implemented and followed at nursery. Older children all have their own 'wash bag', which contains their own toothbrush and toothpaste. They clean their teeth after lunch.
- Children learn the importance of being active. They have sessions with a sports company in the physical activity room. Children can confidently explain why they must exercise and why they should wear masks, to keep themselves healthy and safe.

Safeguarding

The arrangements for safeguarding are not effective.

The provider does not ensure that all staff have a good understanding of safeguarding. Staff's understanding of safeguarding is variable. The setting's safeguarding policy is not consistently implemented. As a result, a safeguarding concern for a child was not reported to the local children's social services. Therefore, not all children are adequately safeguarded from potential harm. Although safer recruitment procedures are followed, these are not fully embedded. All staff have a Disclosure and Barring Service check, but adequate references have not yet been sought to fully verify staff suitability. Despite this, on occasion, staff work alone and unsupervised with children. The manager ensures that the requirements for paediatric first aid are fully met. Risk assessments and room checklists are completed to ensure the safety of the premises for children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that people whose suitability has not been fully verified are not allowed to have unsupervised contact with children	21/01/2022
ensure all staff implement the safeguarding policy and refer concerns about children, without delay, to the local children's social care services	21/01/2022
implement effective systems to ensure all staff receive appropriate induction, training and support to understand their roles and responsibilities	25/02/2022
train staff to gain a better understanding of safeguarding and to be able recognise when a child may be at risk of harm	04/02/2022
ensure that successful oversight of provision is maintained and the role and responsibility to implement this effectively is fully understood.	04/02/2022

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

- help children hear and use their home language during play and activities, to further support their development of speech
- further strengthen the systems in place to work closely with professionals for children who may need additional support, at the earliest opportunity.

Setting details

Unique reference number	2605160
Local authority	Staffordshire
Inspection number	10219912
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	57
Number of children on roll	21
Name of registered person	Daisy Chains Cheadle Nursery Limited
Registered person unique reference number	2605159
Telephone number	01538 755013
Date of previous inspection	Not applicable

Information about this early years setting

Daisy Chains Cheadle Nursery Limited registered in 2020 and is located in Cheadle. The nursery employs six members of childcare staff. Of these, one is a qualified teacher, one holds a degree level qualification, and two have relevant early years qualifications at level 3. The nursery opens from Monday to Friday all year around. Sessions are from 7am to 6pm.

Information about this inspection

Inspector

Johanna Holt

Inspection activities

- The inspector attempted to make arrangements to meet with the provider, including trying to arrange convenient times to speak on the phone. However, the provider did not take the inspector up on this offer and they did not attend the inspection.
- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- This inspection was carried out as a result of a risk assessment, following information received about the provider.
- The deputy manager, the manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children, to find out about their time at the setting.
- Staff spoke to the inspector during the inspection.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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