

# Inspection of Daisy Chain Childcare Ltd

William Gasgoine Centre, Acre Road, LEEDS LS10 4DE

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Inspection date: 21 March 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and settled in this welcoming nursery. The attentive staff support children's emotional needs well. Children form close bonds with the designated key person, and the staff team creates an enjoyable family atmosphere. Children freely explore the environment with confidence. For instance, staff create a rainforest with natural materials. Children clap their hands and giggle as they stomp toy dinosaurs through the forest, showing pride in their accomplishments. Older children behave well and develop very good social skills. They listen to adults and to each other. They are helpful, kind and considerate.

Overall, staff support children's language development well. They provide extra support initially, where needed, particularly for children who speak English as an additional language. Children are listened to carefully as staff help build vocabulary. For example, they describe touch and smell in a sensory activity with mint, rosemary and thyme. Older children are encouraged to share their thoughts and ideas as they draw.

Since the last inspection, staff have made even better use of the rooms and play areas. Children have ready access to a wider range of resources, which they can choose for themselves. This is starting to give younger, less-confident children more support to become self-assured and independent individuals.

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

- Staff provide an all-round curriculum with interesting activities, and children are keen to take part. For example, trays are filled with objects and varying materials to explore. Children make discoveries and show curiosity as they play. They lift and poke heavy blocks of ice to remove stick men that are frozen inside. They successfully realise that the ice needs to warm up before the objects will dislodge.
- Children are well supported to improve their mathematical skills, and have a good grasp of numbers. For instance, older children count confidently, and describe and compare shapes and patterns. Children gain a love of books and essential literacy skills. Younger children learn to manipulate tools while playing with dough. Many older children recognise letters and their sounds, as they find word cards hidden around the nursery garden.
- Children develop a good understanding of the importance of exercise, a healthy diet and good oral health. They have started to plant and grow vegetables and herbs. This deepens their interest in where food comes from and how to eat healthily. Children are physically active each day. Staff talk with them about the benefits of exercise and keeping fit.
- Parents comment positively about the nursery and in particular the individual

care their children receive. They say they feel well informed about their children's learning and are happy with the progress they make.

- Children form close bonds with the caring staff, who know the children and families well. Staff place a firm emphasis on developing children's personal, social and emotional skills. They offer a good deal of praise and encouragement to children, to persevere to achieve their chosen goal.
- Children help with tasks that are appropriate to their age and stage of development. They learn to tidy away toys and resources, and develop a good level of independence. Children make choices during their play and choose from a good range of toys and resources. However, there are fewer opportunities for children to explore information and communication technology, to develop their understanding and awareness.
- Additional funding is used well to support staff to meet children's individual needs. For example, staff attend advanced training, so they can skilfully support children who have speech and language delay. This enables children to communicate and express their needs. Staff work successfully with professionals, who support those children with special educational needs and/or disabilities.
- The good teaching across the setting is sometimes not highly responsive to the different levels of engagement of two-year-old children. For instance, there is scope to enhance younger children's involvement to extend their communication and language skills. This would help them to participate even more actively in experiences.

## **Safeguarding**

The arrangements for safeguarding are effective.

This professional team gives children's welfare and safety high priority. Leaders embed child protection policies and procedures, including the duty to prevent children being drawn into situations that put them at risk. These processes are thoroughly understood by staff. They are vigilant, alert and confident in the procedure to follow should they have any concerns about a child in their care. They know what to do in the event of an allegation against a member of staff. Staff record all accidents and incidents, and leaders review the record to identify and minimise risks to children. Excellent recruitment and vetting procedures ensure all adults working with the children are suitable.

## **What does the setting need to do to improve?**

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

- extend children's understanding and awareness of technology to help improve their knowledge of the world
- strengthen the quality of education for two-year-olds, with particular regard to

developing communication and language skills.

## Setting details

<b>Unique reference number</b>	EY472998
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10212717
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	68
<b>Number of children on roll</b>	127
<b>Name of registered person</b>	Daisy Chain Childcare (Pre-School) Ltd
<b>Registered person unique reference number</b>	RP535473
<b>Telephone number</b>	07801866003
<b>Date of previous inspection</b>	29 September 2021

## Information about this early years setting

Daisy Chain Childcare Ltd registered in 2014 and is situated in the Middleton area of Leeds. The nursery operates from 8.30am until 5.30pm, Monday to Friday, term time only. The nursery employs 18 members of childcare staff, including the manager. Of these, 14 hold appropriate early years qualifications between levels 2 and 6. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Jan Harvey

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector joined the manager on a walk around the nursery. They discussed how staff organise the curriculum to support children's progress.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the senior management team to discuss safeguarding and self-evaluation plans. She looked at a sample of policies and procedures, training certificates and evidence of suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

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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