

# Inspection of Daisy Chain Nursery

Billingham Church of England Primary School, Fen Road Billingham, LINCOLN LN4 4HU

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Inspection date: 28 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 Outstanding

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

### **The provision is good**

Children show that they feel safe and secure in this welcoming nursery. When children play, they happily sing songs about rain when they let grains of rice fall through their fingers. Children demonstrate strong relationships with staff. They like to involve them in their play and confidently talk to them about what they are doing.

Staff offer children a well-resourced environment where they are constantly engaged. Outdoors, children remember favourite stories. They take turns with their friends to use puppets to tell a story about goats and a troll. Children repeat familiar phrases in the story, such as 'Who is crossing my bridge?'. Staff support children to develop their understanding of numbers, counting and language that describes size. For example, they talk to children about the numbers they see on a tape measure. When children build a tower using objects, staff ask them if it will be bigger or smaller when they add other pieces to the top. Children count the number of objects in a tower, counting again when one more is added. They show determination and perseverance when they build and construct. Children have a positive attitude to learning.

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

- The manager and the acting manager are passionate about providing high-quality care and learning for children. They constantly evaluate the nursery and make changes that have a positive impact on children's experiences. For example, a slope has been added outdoors to encourage children to climb and develop strength in their bodies.
- Staff observe and assess children's learning. They implement a curriculum that helps children to learn key skills for future success. For example, staff take children on outings away from the nursery to places such as woodland. This is because they recognised that during the COVID-19 pandemic, some children did not have opportunities to visit these places. Staff recognise that this helps some children to develop their confidence in different situations.
- Staff know the children very well. However, not all staff are successful in helping them to build further on what they already know. For example, when children play with toy doctors equipment, staff fail to support them to understand the name of some of the equipment and how to use it properly.
- The manager supports staff through supervision meetings. Staff reflect on their practice, well-being and how they support children's development. They attend relevant training to extend their knowledge of how to help children with special educational needs and/or disabilities. For example, staff support children to manage their behaviour. They identify ways to encourage children to communicate their needs.

- Staff work very closely with parents to support children's development. For example, they regularly speak to parents about children's achievements. Staff encourage parents to talk to children about their experiences in the nursery. They give parents suggestions about how they can support their children's speaking skills.
- Parents are invited into the nursery for special events, such as a 'pamper someone special' day. Children are excited to welcome family members into the nursery. They brush family members' hair, paint their finger nails and massage their hands. This helps children to make connections between home and the nursery, and complements the good partnership working that is already in place.
- Staff encourage children to be independent. For example, during meal and snack times, staff ask children to use knives safely to spread butter on their cracker. Children open food packaging and peel bananas by themselves.
- Staff provide opportunities for children to learn how they can keep themselves safe and to manage risks. For example, they talk to children about internet safety. When children climb on crates, they ask them how they can safely get on and off the apparatus. Staff give children plenty of time to think about how they can do this safely. When they achieve this, staff give children praise. This helps to raise their self-esteem and confidence.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager, acting manager and staff have a good understanding of the signs and symptoms of abuse. This includes being able to identify if children or parents are being drawn into radicalisation. The manager checks that staff's knowledge of child protection is up to date. For example, she encourages them to discuss scenarios and case studies to keep their knowledge up to date. The manager, acting manager and staff know the procedure to follow to report any concerns about children's safety. Staff maintain a safe environment. For instance, they ensure that children are continually supervised as they move between the indoor and outdoor environment.

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

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

- support all staff to consistently extend and build further on children's learning.

## Setting details

<b>Unique reference number</b>	EY465803
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10138460
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	52
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Farrow, Carole
<b>Registered person unique reference number</b>	RP511381
<b>Telephone number</b>	07506 842552
<b>Date of previous inspection</b>	31 January 2014

## Information about this early years setting

Daisy Chain Nursery registered in 2013. It is situated in the grounds of Billingham Church of England Primary School in Billingham, Lincolnshire, and is independently run from the school. The nursery employs seven members of childcare staff. Of these, two hold appropriate early years qualifications at level 3, one holds level 6, one holds early years teacher status, one holds early years professional status and one holds qualified teacher status. The nursery opens from Monday to Friday during school term time. Sessions are from 9am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Hayley Ruane

## Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The manager, the acting manager and the inspector completed a learning walk together of all areas of the nursery and discussed how they intend to implement the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- Parents shared their views of the setting with 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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