

Inspection of Daisychain Childcare

Monkton Avenue, Weston-Super-Mare, Somerset BS24 9DA

Inspection date: 13 April 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and secure, which underpins their ability to learn successfully. Staff plan an exciting environment which provokes children's curiosity and motivates their learning. They notice what sparks children's interest and use it effectively to extend their skills and knowledge. For example, when older children say they are going on a bear hunt, staff join in and help them to recall the story. Staff provide good support for older children to make predictions and test their ideas, such as finding items they think will float or sink and using the water tray to find out if they are correct. Staff encourage babies to solve problems for themselves. For example, when a ball goes under a chair, they ask, 'Where has it gone?' and, 'How can we get it back?', using sign language well to aid communication. Babies search and persevere until they succeed, proud of their achievements. Children have good opportunities to be active learners and explore a wide range of sensory experiences. For example, babies giggle as they enjoy the sensation of wet cornflour. Parents have been unable to enter the premises because of the COVID-19 pandemic. However, staff have found that children settle quicker and are more independent on arrival. Parents confirm how effectively staff work with them, sharing information to ensure a consistent approach to children's care and learning in the nursery and at home.

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

- Managers and staff quickly identify any gaps in children's development and plan effectively to help them catch up, seeking additional support where necessary. They provide a highly inclusive nursery where children with special educational needs thrive. Staff use good resources, such as technology, to support children learning English as an additional language. All children have extensive opportunities to make good progress.
- The manager continues to evaluate their provision and target improvements, seeking staff feedback. For example, they are going to implement Forest School activities to enable children to manage safe risks. However, although parents have opportunities to comment on changes and feel confident to approach the manager about anything, they have not been recently involved in the setting's self-evaluation.
- Staff use all opportunities to help children become as independent as possible. They provide just the right amount of support for children to achieve, encouraging them to do more and more each time to develop new skills. For example, older children set their place for lunch and pour their own drinks. They learn to put on their coats and manage zips. Babies use a spoon to feed themselves and can find their own belongings.
- The manager and deputy are good role models. They extend children's language successfully. For example, when children say a car is going backwards, they say,

'It's reversing'. They help older children to recall previous learning, such as the meaning of sinking and floating. However, staff do not always implement this as successfully and sometimes ask questions too quickly for children to respond.

- Children gain a good awareness of healthy practices through their daily routines. They wash their hands after using the toilet or potty and before eating. Children have plenty to drink and wear hats in the sun. They grow produce and enjoy eating it, and older children confidently talk about the vegetables they like as they eagerly tuck into their freshly cooked lunch. Children learn about oral hygiene as they practise using toothbrushes on dolls.
- Children behave well, listen to staff and take care of their environment. They have secure relationships and staff are gentle and loving with babies. Staff support older children effectively with understanding their emotions, and children are taught from a young age to consider others and be polite. Children are willing to have a go and try new skills, which prepares them well for their future learning.
- Partnerships with parents, other providers and outside agencies are a strength of the setting. The manager knows the community well and is proactive in seeking any funding or supporting families' needs. She recognises the importance of family well-being on children's development, and parents confirm how much they feel included.
- Although members of the management team are new to their role, they have a strong ambition to provide high-quality care and learning. Staff appreciate the good supervision and support they receive, including their ongoing professional development. The manager continues to develop her own skills and knowledge. This ensures children receive good-quality teaching and support.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff deal with safeguarding concerns effectively, including wider aspects, such as 'Prevent' duty. They keep up to date with training and demonstrate a secure knowledge of what to do should they have concerns about a colleague. Staff provide good supervision of children and take successful action to minimise risks, so that children play in a safe and secure environment. The manager carries out important checks on staff to ensure children are cared for by suitable practitioners.

What does the setting need to do to improve?

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

- build on staff questioning techniques to extend children's vocabulary further and give children enough time to think and respond to questions
- improve the self-evaluation process to regularly seek and include parents' views.

Setting details

Unique reference number	2549847
Local authority	North Somerset
Inspection number	10215695
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	33
Number of children on roll	62
Name of registered person	Daisychain Childcare (Weston) Ltd
Registered person unique reference number	2549846
Telephone number	01934 812397
Date of previous inspection	Not applicable

Information about this early years setting

Daisychain Childcare registered in 2019 and is privately owned and run. The nursery is situated in Weston-Super-Mare, Somerset. It operates Monday to Friday all year round, from 8am to 6pm. The nursery receives funding to provide free early education for children aged from birth to four years. Twelve members of staff, including the owner/manager, work directly with the children. Of these, one holds an appropriate early years qualification at level 6, and nine hold an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Elaine Douglas

Inspection activities

- This was the first inspection the provider has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken this into account in their evaluation of the setting.
- 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 several parents and children during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation of toddlers' free play in the garden.
- The inspector held a meeting with the manager and deputy to discuss leadership, and looked at relevant documentation, including staff suitability.
- The inspector observed interactions between staff and children and spoke to staff at convenient times to assess their knowledge of the children and their understanding of safeguarding.

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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