

# Inspection of Daisy Daycare

106 Castle Hill Road, Hindley, Wigan, Lancashire WN2 4BH

---

Inspection date: 28 April 2022

---

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

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

### **The provision is good**

Children enter the nursery happy, settled and ready for their day. Due to the COVID-19 pandemic, staff greet all children warmly at the nursery's main entrance, with expressive smiles and cuddles if needed. This helps to support their emotional well-being and ensure children's safety. Children eagerly seek out enjoyable and well planned learning opportunities in their nursery rooms. Babies settle in very quickly and build bonds with their key person. They explore their surroundings with interest. Toddlers engage in a wide variety of opportunities based on their interest and next steps in learning. They are beginning to develop individual preferences for learning. Staff have high expectations and plan experiences children find engaging, and which help to ensure they make good progress. Children behave well. They learn to share, to take turns and to be kind to their friends. Staff instil a culture of respect and considerate behaviour.

Children have access to a carefully considered outdoor play area. They regularly go to the local woods and parks to develop their physical skills. Pre-school children develop their coordination as they negotiate an obstacle course to find hidden letters and manoeuvre across a bridge of crates. They use small parachute play equipment and wheeled vehicles, which helps develop their large-muscle skills. Toddlers develop their small-muscle skills as they squeeze and mould dough. Children recall familiar stories. Staff use a range of resources to gain and retain their attention, such as puppets and pictures when reading a book about a mouse. All children develop the necessary skills in readiness for their move on to school.

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

- The provider recruits staff safely and ensures that new staff are supported by more experienced staff. This helps them to become confident and competent in their role. The manager observes and provides feedback to staff on their teaching. This enables staff to reflect on their performance and develop their skills further. Staff complete a broad range of targeted training, that focuses intently on the needs of the children attending.
- Staff provide a broad curriculum which follows children's interests and builds on what they already know and can do. Staff consider children's prior learning as they interact with children in positive ways during their play. However, some staff do not, consistently, identify all of the skills or knowledge they want children to gain from the activities they plan for them.
- Support for children with special educational needs and/or disabilities is well coordinated. Staff work effectively with parents and other professionals, such as physiotherapists and speech and language therapists. This helps them to implement specific strategies to help children to make the best possible progress. Additional funding is used effectively. For example, managers use

funding to deploy a member of staff as a one-to-one support. This helps all children to access a range of activities throughout the day.

- Older children independently meet their own self-care needs, such as washing their hands before they eat. They help themselves to a drink of water and fresh fruit at snack time and learn about the importance of having a healthy and balanced diet. Staff encourage babies to begin to feed themselves to promote their independence and developing self-care skills.
- Staff identify when children are struggling to manage their emotions. They model the behaviour they expect from children and speak to each other with kindness and respect. Staff provide praise and encouragement and help children to make positive choices as they play.
- Partnerships with parents are good. Staff gather information about children's abilities when they first start. Parents feel that the staff know their children well and describe how the staff give regular updates about their children's development. In particular, they value the ability to access information on their child's learning and development using a recently introduced online system. Parents report that staff take account of their children's learning from home and extend on this further within the nursery. They express that their children are very happy.
- Staff provide children with good opportunities to celebrate what makes them unique and help them develop a strong sense of self. Children learn about themselves and their families. However, staff do not consistently provide enough learning opportunities for children that promote diversity and reflect a range of cultural backgrounds, to help to prepare them for life in modern Britain.

## Safeguarding

The arrangements for safeguarding are effective.

The provider and staff have a sound knowledge of the possible indicators of abuse. Staff know how to identify, respond to and manage any signs that might suggest a child is at risk of harm. They understand safeguarding issues within the local area. Staff attend regular training, so they can support children and families in their care. They undertake daily checks indoors and outdoors to ensure that children play in a safe environment. Staff explain the fire evacuation procedures, including alternative exits and the assembly point outside the setting. They have arranged the resources and furniture to promote safety in the nursery.

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

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

- build upon staff's understanding of the curriculum intent and how this is delivered, so they are clear what skills and knowledge they want children to gain from activities and experiences

- support children's awareness of the world further through learning experiences that focus on cultures, diversity and people beyond their immediate experience.

## Setting details

<b>Unique reference number</b>	2549145
<b>Local authority</b>	Wigan
<b>Inspection number</b>	10233439
<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>	0 to 4
<b>Total number of places</b>	49
<b>Number of children on roll</b>	77
<b>Name of registered person</b>	Je Nurseries Ltd
<b>Registered person unique reference number</b>	2549144
<b>Telephone number</b>	07730495614
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Daisy Daycare registered in 2019. The nursery employs 15 members of childcare staff. Of these, two hold appropriate qualifications at level 6, eight at level 3 and two at level 2. The nursery opens Monday to Friday from 7.30am until 6pm for 51 weeks a year. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Suzy Marsh

## 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 provider and has taken that into account in their evaluation of the nursery.
- The manager accompanied the inspector on a learning walk of the setting. She discussed the curriculum they provide and how this is arranged with the inspector.
- The inspector completed a joint observation with the manager, and they discussed the impact of teaching on children's learning.
- A number of parents spoke to the inspector and their views were taken into account.
- Relevant documentation was reviewed by the inspector, including the suitability of staff working at the nursery.
- The inspector held discussions with staff and children at appropriate times throughout the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022