

# Inspection of Daisy Chain Day Nursery And Out Of School Club

Daisy Chain Nursery, 5 Church Lane, Hook, Goole, Yorkshire DN14 5PN

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Inspection date:

11 May 2022

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**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 develop strong relationships with their key person and they settle quickly on arrival. Changes to the drop off and collection arrangements, following the COVID-19 pandemic, have not affected children. Staff greet children at the door and share important information with parents. Those children who are new to the nursery, or children who become upset on arrival, receive warm reassurance from staff. They respond well to the comfort and cuddles they receive.

Children have consistent opportunities to explore the well resourced and attractive learning environment. Older children demonstrate high levels of confidence and independence as they move around the playroom. They explore the wide range of resources accessible to them. Children experience a range of sensory activities. For example, babies run their fingers through sand. Toddlers explore with bubbles and water, while older children roll and manipulate play dough. Staff provide opportunities for children to develop social skills and form positive relationships with others. They support them to develop good communication and language skills. For example, staff sing songs and rhymes to babies, and older children choose their favourite stories to read aloud. Children who need extra help to communicate, begin to use single words and develop a keen interest in letters and numerals. Children who need extra help with their learning, progress very well from their starting points.

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

- Staff observe and assess children's progress, helping them to build on what they already know and can do. This includes children with special educational needs and/or disabilities. Staff work closely with parents to make referrals, and to seek support from other professionals for children with gaps in their development. All children make good progress with their development. They are prepared well for the next stage of learning and their move on to school.
- Staff have high expectations of children. They work closely with parents to support children to manage their feelings and to teach them right from wrong. Subsequently, children display positive behaviour and they treat others well. Children demonstrate throughout their play that they feel safe and secure.
- Staff ensure that children get ample opportunity to be outside. Children develop their large-muscle skills as they learn to jump and climb. They learn to assess risk for themselves. For example, children climb across ropes set up as an obstacle course. They use different ways to balance to keep themselves safe.
- Older children learn to manage their self-care needs on their own. For instance, they use the toilet themselves and learn to dress for outdoor play. Children help with small tasks, such as clearing their plates and cups at mealtimes. This helps them to gain a sense of responsibility.

- Children in receipt of additional funding make good progress. Staff ensure funding is used well to help close any gaps in learning and development. For example, staff are developing a challenging outdoor environment for children who learn best outside.
- Staff support children to develop good health and well-being. The nursery cook provides healthy home-cooked food for them to eat. Staff plan opportunities for regular exercise and talk to them about brushing their teeth.
- The manager and staff maintain constant communication with parents, and share ideas to extend children's learning at home. Parents talk very highly of the nursery. For example, parents feel staff are friendly and easy to approach. They feel their children are making good progress and have increased their independence and confidence.
- The manager works with staff, observing them as they work with children. She meets with staff to discuss their role, agree professional development targets and to plan future training. However, targets set for staff do not always fully support them in raising the quality of their teaching to the highest level.
- Quiet spaces are provided for children to engage in small-group activities. However, staff do not consistently make the best use of 'circle time' to promote children's concentration and engagement.

## Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that staff have a good understanding of the setting's safeguarding policy and keep their training up to date. Staff have a broad knowledge of child protection issues. They can identify the signs and symptoms which may indicate that a child is at risk of harm. Staff know how to report any concerns they may have about any children or the adults they encounter. Effective recruitment procedures are in place to ensure that all staff are suitable to work with children. Staff use risk assessments to help minimise potential hazards and maintain a safe environment. They are vigilant about safety and maintain correct ratios to keep children safe.

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

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

- strengthen the existing arrangements for staff supervision and provide more targeted and precise support to each member of staff, to help them to enhance their teaching skills to the highest level
- plan focused activities more meticulously to make the best possible use of opportunities to support children's concentration and engagement.

## Setting details

<b>Unique reference number</b>	EY563567
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10194341
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare 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>	56
<b>Number of children on roll</b>	98
<b>Name of registered person</b>	Emeralds Little Gems Daycare Limited
<b>Registered person unique reference number</b>	RP549483
<b>Telephone number</b>	07500970939
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Daisy Chain Nursery And Out Of School Club registered in 2018 and is in Goole. The nursery employs nine members of childcare staff. All staff hold appropriate early years qualifications from level 2 to level 6. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30 to 6pm.

## Information about this inspection

### Inspector

Rachael Barrett

## Inspection activities

- 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.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- A learning walk was completed with the manager to discuss the curriculum intent and how the provision is organised.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector held a meeting with the manager. She reviewed a variety of documents, including evidence of the suitability of staff, qualifications, first-aid certificates and policies.
- The inspector observed interactions between staff and children during activities and assessed the impact of teaching on children's learning.
- The inspector spoke to a parent during the inspection and took account of written 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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