

Inspection of Daisy Chain Nursery

Cobden House, 2 Cobden Road, Chesterfield, Derbyshire S40 4TD

Inspection date:

28 November 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children arrive happily at the nursery and are warmly greeted by the welcoming staff team. They behave appropriately and enjoy the company of adults. Older children and staff work together to build a house out of small construction bricks.

Children are provided with a range of activities and learning experiences to generally support their development. For example, babies and toddlers develop a love of books as they turn the pages by themselves. Older children use glue and shiny paper to decorate Christmas tree shapes as they develop their creative skills. However, some staff do not assess children's development precisely enough. Consequently, some children are not provided with activities and experiences that are consistently tailored to their learning needs. On occasions, pre-school children are provided with activities that are too challenging for them. For example, staff plan a very complex activity to help children learn the number eight. As a result, children lose interest and struggle to focus on the activity.

Overall, children's communication and language development are supported well. For example, when staff sing songs, babies clap their hands and follow simple actions. Pre-school children enjoy familiar stories about a bear. Staff read the story with enthusiasm, which captures the children's attention well. However, babies do not receive the same level of interaction and engagement with staff as their older peers.

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

- The owner/manager completes regular supervision sessions and team meetings with staff. She identifies some training needs for staff. However, she does not support staff well enough so that they all understand how to deliver an ambitious curriculum to support children's learning consistently.
- The manager knows what she wants children to learn and how she expects staff to support children's development. In general, staff provide activities that children enjoy playing with, and children have fun. However, not all staff across the nursery assess children's development accurately enough or extend their learning further. For example, when toddlers play outside, staff generally supervise them. They do not build further on what children already know and can do to support their continued learning.
- Staff who work with children in the toddler and pre-school rooms offer running commentary to support children's communication and language development well. They encourage children to share what they know and talk about what they are playing. However, staff who work with babies do not interact with them well enough. For example, during general play and daily routines, such as snack time, staff do not model words and sounds for babies to copy in order to

develop their spoken skills.

- Children develop secure attachments with their key person and other staff in the room they are cared for. Babies happily receive cuddles and settle quickly to sleep. Older children confidently share with staff what they have made or discuss what they are playing.
- Staff help children build on their confidence and self-esteem. They praise children for their achievements and for following instructions. Staff say, 'well done' and 'good boy' and 'good girl'. Overall, children enjoy their time at the nursery and have a positive attitude to their learning. For example, toddlers persevere as they attempt to blow bubbles. They watch staff as they role model how to blow and then copy them.
- Children develop their independence skills well and know what they want to play with or do. They are familiar with routines and understand what is expected of them. Once finished with their lunch, pre-school children scrape any remaining food off their plates into the designated waste bucket. Toddlers tell staff which song they would like to sing during singing time. Babies explore the low-level boxes as they attempt to pull themselves up to a standing position.
- Parents spoken to on the day of the inspection are complimentary about the service they receive. They comment on how well information is shared in different ways by the staff and how they are listened to. Parents comment that they are provided with ideas to support their child's learning at home.
- Children are provided with healthy and nutritious meals. Staff ensure that children stay hydrated, and babies are provided with the correct amounts of fluid to promote their health. Children's dietary requirements are respected and alternative food choices are provided. Parents are also able to provide meals for their children, which staff monitor to ensure they are also healthy.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of what they must do should they have a concern about a child's welfare or a colleague's suitability. The manager tests the staff's knowledge of child protection policies and procedures regularly. She ensures all staff have up-to-date knowledge of how to safeguard children, including protecting children from radicalisation. Children are closely supervised. Staff monitor babies when they are sleeping to ensure they are safe. Staff complete checks of the nursery premises to identify and take action to minimise any hazards in the environment.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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ensure weaknesses in staff's teaching practice are identified and staff are provided with the coaching and support they need to further develop their teaching skills	19/12/2022
implement an ambitious curriculum that staff understand so they plan and provide activities that focus on what children need to learn next based on their stage of development, emerging needs and interests	19/12/2022
implement training to help staff understand how to support children's communication and language development	19/12/2022
ensure staff assess children's development accurately and provide children with the support they need to help build and extend on their learning.	19/12/2022

Setting details

Unique reference number	EY366226
Local authority	Derbyshire
Inspection number	10235168
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 5
Total number of places	60
Number of children on roll	50
Name of registered person	Daisy Chain Day Nursery Ltd
Registered person unique reference number	RP527542
Telephone number	01246 558811
Date of previous inspection	2 February 2017

Information about this early years setting

Daisy Chain Nursery registered in 2008 and is located in Chesterfield, Derbyshire. The nursery employs 14 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 and one at level two. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Judith Rayner

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager and her deputy joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The deputy manager and the inspector completed a joint observation of an activity and evaluated the observation together with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector spoke with the manager, her deputy, staff and the children at appropriate times throughout the inspection.
- The manager provided the inspector with relevant documentation, including evidence of staff qualifications and their suitability when working with the children.

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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