

Inspection of Daisy Chain Nursery Ltd

9 Pearson Lane, Bradford, West Yorkshire BD9 6BG

Inspection date: 22 March 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children in this setting are happy, confident and well cared for. Young children start the day singing. They choose a picture and recall a familiar song. Staff give children clues and time to respond saying, 'Shall we think?' and affectionately interpret and repeat children's emerging language. They sing playfully and children join in with the actions, songs and repetition. Staff sensitively recognise when children are ready to move on to a new activity.

Older children begin the day together on the mat. They take it in turns to recognise their names and place them on the number board. Staff adapt activities to meet the needs of individual children. Children develop a love of books and reading and learn new vocabulary. Staff read familiar stories and involve children with questions.

Children explore texture, colour mixing and mark making. Staff ask children to describe the colours and textures and extend their vocabularies with new words, such as 'gloopy'. Children are eager to join in. Staff are attentive and remember who is next. This helps children to feel valued. Children enjoy physical exercise each day playing outside. Each week a football coach visits and leads a sports session with pre-school children. This helps to further develop their physical skills.

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

- Staff are enthusiastic, energetic and resourceful. They use every opportunity to engage children in activities and interactions. Staff know what children are learning and what they want them to learn next.
- Staff have a clear routine for the day and children know what is happening next. Staff focus the curriculum on developing children's independence, socialising and getting them ready for school. However, sometimes staff focus activities on teaching children letters and writing, rather than developing other skills they will need for writing later, such as speaking and listening.
- Staff model good manners and teach children to say 'please' and 'thank you'. However, at times, staff shorten words and do not model the correct pronunciation. Staff praise children for their achievements. Although on some occasions, staff give children praise which is generic and unclear, which does not help children to understand what is expected of them.
- Children sit together at the table to eat healthy, vegetarian food. Staff encourage children to use a knife and fork. After lunch, children are chosen to pour drinks. However, staff do not consistently support children to develop more independence and self-confidence by taking responsibility and helping themselves to carry out real tasks.
- Staff support children's healthy lifestyles, such as in cleanliness, sleeping,

toileting and nappy changing. They support children to clean their teeth properly under the guidance of a local oral health programme. Each day, staff encourage children to clean their teeth after their lunch.

- Staff develop links with local schools who share information and visit to support children's transition on to school. Staff work closely with other professionals and organisations to support children and families, particularly those children with special educational needs and/or disabilities and those children who speak English as an additional language. Some staff speak different languages, including Urdu and Punjabi. Staff provide books in other languages to support children's learning. They use additional funding to purchase resources that support children's communication and language.
- Parents know their child's key person. They say that they are confident to share information. Parents say that the staff and manager are friendly, patient and nurturing. They value the range of activities, daily feedback and healthy meals which their children are offered.
- Staff are knowledgeable and supportive to parents. Staff create a family book for each child with photographs of parents and relatives to create a connection to home within the setting and to be a comfort to younger children. These books inspire conversations among children.
- Staff create activities that challenge children and develop specific skills, such as using scissors. They plan and organise activities where they can supervise children closely when necessary, so that they are supported and safe.
- Children's progress is monitored and shared with parents in daily conversations and a termly report. Photographs are shared on a website and news posted on a closed social media page and in a newsletter to parents. The manager is dedicated and enthusiastic. She has an effective system for recording, monitoring and evaluating all aspects of provision.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibilities to safeguard children. They know the types of abuse and can recognise the possible signs and symptoms of abuse. Staff know what to do if they suspect a child is being abused, who to go to for more information and how to make a referral about a child or an adult. Information about the local safeguarding children partnership and contact numbers are displayed throughout the nursery. Staff regularly undertake training and understand safeguarding issues, such as radicalisation and female genital mutilation. They record and monitor accidents, complaints and existing injuries. Registers of attendance are thorough and accurate.

What does the setting need to do to improve?

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

- focus on developing the skills that children need, such as speaking and listening, before teaching them writing
- model the correct words and pronunciation when speaking to children so that they learn how to speak accurately
- support children to know what is expected of them, such as by ensuring that all praise is targeted and clear
- continue offer even more opportunities for children to develop their independence.

Setting details

Unique reference number	302026
Local authority	Bradford
Inspection number	10280591
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	54
Number of children on roll	76
Name of registered person	Daisy Chain Nursery Ltd
Registered person unique reference number	RP532221
Telephone number	01274 499411
Date of previous inspection	30 August 2017

Information about this early years setting

Daisy Chain Nursery Ltd registered in 1997 and is located in Bradford. The setting employs 13 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 or above, including one with early years professional status. The setting opens all year round, Monday to Friday, except for Christmas and bank holidays. Sessions are from 8am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Caroline Brooks

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 setting.
- The provider showed the inspector the areas used for childminding and explained how the early years provision and the curriculum are organised.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector held a number of discussions with the manager and staff.
- The inspector observed activities and interactions between children and staff.
- The inspector looked at relevant documentation and evidence of the suitability of staff.
- The inspector took account of the views of parents through discussions and written feedback provided.

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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