

Inspection of Daisychain At Pendle Ltd

Clitheroe Pendle Primary School, Princess Avenue, Clitheroe BB7 2AL

Inspection date:

23 February 2023 - 30 March
2023

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children are met at the Reception classroom and taken the short walk to the after-school club. They are greeted by smiling faces as they enter to put their belongings away. Children transition well from the school day into the club. They are happy and settled as they chat about their day. Children have a strong sense of belonging and have developed strong attachments with staff, who many know well from working in school. These relationships help children to feel safe and secure.

Children follow instructions from staff. For example, they quickly tidy things away when prompted. They benefit from the familiar routine and know what will happen next. Children develop their independence as they make choices in what they would like to do. After a day at school, many choose to burn off energy outside. Imaginative play involves superheroes and lots of running for the younger children. They stop every so often, intrigued by what the older children are doing within their play. They develop an awareness of differences around them.

Indoors, a calmer environment provides children with the opportunity to access a range of activities. Children show high levels of focus as they decorate their Easter egg pictures. They show great pride in their work and receive lots of praise for their achievements. This builds their confidence and well-being.

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

- The manager and leaders of the club have a strong link with the host school. Information sharing between the Reception class and staff ensures that the needs of early years children are met. They regularly share information about children's development, which helps to provide rounded support for children. Children are supported to make progress.
- Children build positive relationships at the club. They develop friendships with children beyond their own age group and enjoy lots of lovely interactions with each other. Children also develop strong relationships with staff, many of who also work in school and know them well. This supports children's well-being and confidence.
- Children are supported to make healthy choices. They access a healthy diet and can choose what they wish to eat. They have opportunities to be physically active outdoors, and there are areas for them to rest when they need to. Children are supported to develop their physical health.
- Children enjoy opportunities that enhance their learning in school. Links with the school curriculum help children to build on and revisit previous learning through new experiences and opportunities. This further enhances their knowledge and skills for future learning.

- Children share their thoughts and ideas well. They were confident and curious to talk with the inspector and share what they enjoy most about the club. There are also frequent high-quality interactions between children and staff. As a result, children have lots of opportunity to develop their communication and language skills.
- Children learn to take care of each other and to be considerate and kind. The rules and boundaries are clear and shared frequently by staff. Children understand the expectations, and there are rarely disputes around sharing and turn-taking. Children are developing a sense of what is right and wrong.
- Staff are very complimentary of the club. Managers provide lots of opportunities for staff to develop their skills and knowledge through access to identified training. Mandatory training is done in partnership with the school. This provides opportunity for the club to continually improve the quality that is offered to children.
- Leaders support the enthusiastic manager, who is new to the post and is still settling into the role. Long-standing staff are supportive of the changes and the new management structure. However, as the club is still under a period of transition, some roles and responsibilities of leaders are changing. This can at times be confusing for staff.
- Leaders value working in partnership with parents and ensuring a good two-way flow of communication. Parents express how well their children are cared for and have nothing but praise for the staff team. Children benefit from the trusting relationships between their parents and those who care for them at the club.

Safeguarding

The arrangements for safeguarding are effective.

All staff undertake safeguarding training to ensure that their knowledge is up to date. Staff understand the action to take if they have concerns that a child is at risk of harm. They also demonstrate knowledge of whistle-blowing procedures and the action to take if they have concern about the behaviour of a member of staff. Recruitment procedures are robust, and checks are completed to ensure the ongoing suitability of all staff working with children.

Setting details

Unique reference number	2619612
Local authority	Lancashire
Inspection number	10265337
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 11
Total number of places	50
Number of children on roll	90
Name of registered person	Daisychain At Pendle Ltd
Registered person unique reference number	2619613
Telephone number	07790721159
Date of previous inspection	Not applicable

Information about this early years setting

Daisychain Out of School Club registered in 2020. It operates from Clitheroe Pendle Primary school. The club employs eight members of staff. The club opens Monday to Friday, from 7.30am until 9am and then 3.30pm until 5.30pm, term time only.

Information about this inspection

Inspectors

Zeb Butt

Jenny Burgeen

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 provider and has taken that into account in their evaluation of the provider.
- Relevant documentation was reviewed by the inspectors, including evidence of the suitability and training of staff.
- The manager and the inspectors discussed the organisation and planning of activities.
- The inspectors observed the interactions between staff and children as they engaged with activities.
- Parental views were considered by the inspectors, through discussions.
- Early years children shared their views about the club.

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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