

Inspection of Daisy Chain Nursery

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

Inspection date: 15 August 2023

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

Children's safety is potentially compromised, as not all staff have a secure knowledge and understanding of all aspects of safeguarding. Leaders and managers have some systems in place to support and coach staff. However, these are not effective in accurately identifying gaps in staff's knowledge or weaknesses in teaching practice. This leads to inconsistency in the quality of the learning experiences children receive. During a planned activity in the baby room, some children become upset and unsettled as the activity is not appropriate to their age and stage of development. They communicate this to staff by pushing resources away, throwing things on the floor and crying. Some staff do not respond appropriately to children's early attempts to communicate or adapt activities to ensure that all children are engaged and enjoy their experiences. This means that not all children make good progress in their learning and development.

Staff gently remind children of the rules and the expectations for their behaviour. This helps children to stay safe and supports them to regulate their own emotions. For example, staff remind children why they should not climb on furniture or run indoors. Some staff communicate effectively with children and initiate lively conversations that support children's language skills. However, not all staff interact confidently with children. They lack a secure understanding of how to ask appropriate questions that support and extend children's learning and development and help all children to achieve the best outcomes.

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

- Staff are not secure in their knowledge and understanding of child protection or local safeguarding concerns. They are unfamiliar with some signs of abuse and how to recognise concerns. Not all staff have secure knowledge of who they should contact in the event of concerns about another member of staff's practice.
- Leaders and managers have started to address the weaknesses raised at the last inspection. They are working closely with an improvement adviser from the local authority, and staff have attended further training and meetings. That said, support and coaching are not yet fully embedded throughout the nursery, which leads to inconsistencies in the quality of staff's teaching in each room. Not all children gain the most from the learning experiences provided.
- Staff generally initiate conversations with children during their play and at mealtimes. However, not all staff are confident in their interactions and some do not ask questions that support children's learning effectively and help them to make progress. For example, staff supervise children during their play and ask incidental questions, such as, 'Are you making dinner?' However, they do not sufficiently focus on asking questions to build on children's vocabulary or extend

children's learning and skills.

- Parents comment that children enjoy coming to the nursery and staff are welcoming and approachable. Most parents have a clear understanding of the skills that staff are helping children to develop. This enables parents to support their child's learning at home.
- The staff warmly welcome the children into the nursery when they arrive and provide resources they know children enjoy, helping them to settle quickly. However, when babies become upset, staff do not always respond appropriately to meet their differing needs. Staff do not adapt their practice or provide alternative play experiences when children show they are disinterested or distressed. This impacts children's emotional security.
- The manager and special educational needs coordinator work in partnership with parents and other professionals to ensure that children with additional needs are appropriately supported. This helps children with special educational needs and/or disabilities develop the skills they will need, particularly when they go to school.
- Staff do not consistently use their understanding of children's interests or developmental needs to plan appropriately challenging activities. For example, in the baby room, children do not engage positively or enjoy an adult-led creative activity. Due to their age and stage of development, children do not understand the purpose of the planned activity. Children quickly lose interest, as they do not have the skills required to complete the activity. This does not help children to become motivated and independent learners.
- Staff support children well in learning how to manage their own self-care needs. Children know to wash their hands before eating and after using the toilet. Older children independently use tissues to wipe their noses. They learn to use cutlery and confidently clear away their plates and cups when they have finished eating.

Safeguarding

The arrangements for safeguarding are not effective.

Managers do not ensure that staff have a suitable knowledge and understanding of how to identify safeguarding concerns. Staff do not have a secure understanding of the 'Prevent' duty, county lines or the signs and symptoms of abuse. Not all staff are aware of what to do if there is a concern about an adult working at the nursery. Staff undertake appropriate checks to ensure that the premises and equipment are safe. Staff supervise children closely to ensure their safety, including when they are sleeping and eating. Recruitment procedures are robust. The manager undertakes appropriate checks for staff to confirm their suitability. This includes a Disclosure and Barring Service check.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure all staff have an up-to-date knowledge of child protection to enable them to confidently identify signs of possible abuse	15/09/2023
ensure all staff have a secure knowledge of the 'Prevent' duty guidance	15/09/2023
improve staff's knowledge and understanding of the procedures to follow in the event of an allegation being made against a member of staff	15/09/2023
ensure weaknesses and gaps in staff's teaching practice are identified, and provide appropriately tailored coaching to improve their knowledge, skills and support for children's learning	15/09/2023
ensure staff consistently plan activities that engage children, are relevant to their age and stage of development and meet their individual needs.	15/09/2023

Setting details

Unique reference number	EY366226
Local authority	Derbyshire
Inspection number	10301790
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	1 to 4
Total number of places	60
Number of children on roll	41
Name of registered person	Daisy Chain Day Nursery Ltd
Registered person unique reference number	RP527542
Telephone number	01246 558811
Date of previous inspection	28 November 2022

Information about this early years setting

Daisy Chain Nursery registered in 2008 and is located in Chesterfield, Derbyshire. The nursery employs 17 members of childcare staff, who all hold early years qualifications between levels 2 and 4. 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

Kate Scheel

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector and pre-school room leader completed a learning walk together to discuss the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this has on children's learning.
- The inspector carried out a joint observation in the baby room with the room leader and a further joint observation with the manager.
- The inspector spoke to parents and took account of their views of the nursery.
- The inspector spoke to 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.

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