

# Inspection of Daisy Chain Nursery

Royal Court, Maldon, Essex CM9 5DA

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Inspection date: 18 October 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 walk confidently towards the nursery with a smile on their face, eager to ring the doorbell to enter. Children and their families are warmly welcomed into the nursery by nurturing and caring staff who know them well. Babies and children swiftly build strong and trusting attachments to staff, supported by a tailored settling-in process.

Staff prioritise children's physical and emotional well-being. A unique purpose-built sensory and soft-play area provides an enjoyable, safe and secure environment for children of all ages and stages of development to explore and hone their skills. Children develop self-confidence and attention skills during the weekly dance session. Inspired by the enthusiastic dance teacher, children giggle with laughter as they express themselves freely, marching like soldiers and moving their bodies to the rhythm of the music.

Children make good progress in their speech and language development. Staff talk to children frequently and respond exceptionally well to babies' first words and gestures as they learn to communicate. Children have a superb attitude to learning. They are motivated, inquisitive learners who love to learn and ask questions during their play. Children are extremely polite and well behaved. Staff support them to embrace and appreciate diversity in this inclusive nursery.

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

- Overall, teaching is meaningful and of high quality. Robust assessment processes are in place and staff plan stimulating opportunities for children to extend their learning and build on what they already know. For example, as children explore a Halloween messy play activity, staff encourage them to guess how many scoops of magic potion it takes to fill the cauldron. As a result, children practise counting in sequence and build on their understanding of mathematical concepts, such as estimating.
- Mealtimes are social events. Healthy and nutritious meals are provided. Parents report how staff 'go the extra mile' to support children's individual dietary needs and promote healthy eating habits. However, staff's interactions and procedures at mealtimes do not always ensure that the needs of younger children are met appropriately and efficiently. For example, although children show high levels of patience, younger children become restless as they wait long lengths of time to be served their food.
- Babies and children develop good hygiene habits. Without being prompted, older children wash their hands independently before eating and after visiting the toilet. Babies and children become increasingly independent as they practise putting on their own coats before going to play outdoors.

- The management team is highly reflective and passionate, continually striving to improve and provide consistently high-quality teaching through a shared vision. The team has excellent communication with local schools to support seamless transitions.
- Parents express overwhelming reports of dedicated and attentive staff who their children admire. Although parents say they are happy with communication, some parents are not always sure about how to further extend their children's progress at home.
- The indoor and outdoor learning environments are well resourced and promote all areas of learning. First-hand knowledge gathered from parents before children start and an effective key-person system enable staff to plan activities and adapt resources that consider children's individual interests and learning needs. As a result, all children, including children with special educational needs and/or disabilities, make good progress in the seven areas of learning.
- Staff model strategies that support good manners, friendship building and learning right from wrong. For example, babies are gently reminded to use 'kind hands' with a soft touch from staff to help children understand the meaning in an age-appropriate way. However, staff do not always use these tools effectively to promote younger children's understanding and management of their own feelings and those of others.
- Children develop a love of reading. Staff read with enthusiasm, using a tone of voice that builds anticipation and a keenness for children to participate in the story. Books are placed skilfully across the provision. For example, during an autumn painting activity, babies enjoy looking at corresponding books. These prompt discussions about colours and support a deeper understanding of what is being taught.

## Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is given unquestionable priority. Robust and regular risk assessments ensure children's ongoing safety. The management team has extremely clear expectations of staff. All staff have meticulous safeguarding knowledge and can identify signs of potential abuse and neglect. Staff know what action to take if they are concerned about the welfare of a child. Regular safeguarding training is provided to all staff members. Staff meetings ensure that safeguarding knowledge is up to date, including knowledge of issues such as online grooming or exploitation. All staff understand the whistle-blowing procedure they would follow if they had a concern about a colleague.

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

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

- improve staff's interactions and procedures at mealtimes to ensure that the needs of younger children are met appropriately and efficiently
- extend collaborative working with parents to further support children's progress at home to achieve the best possible outcomes
- review the use of available resources and teaching strategies to promote children's understanding and management of their feelings and those of others.

## Setting details

<b>Unique reference number</b>	EY219513
<b>Local authority</b>	Essex
<b>Inspection number</b>	10300970
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 6
<b>Total number of places</b>	74
<b>Number of children on roll</b>	79
<b>Name of registered person</b>	Hall, Julie
<b>Registered person unique reference number</b>	RP907989
<b>Telephone number</b>	01621 859991
<b>Date of previous inspection</b>	3 January 2018

## Information about this early years setting

Daisy Chain Nursery opened in 1991. The nursery employs 17 members of childcare staff. Of these, one holds an appropriate early years teaching qualification at level 6, seven hold qualifications at level 3, and three hold qualifications at level 2. The nursery is open from Monday to Friday, all year round. Sessions are from 7am to 6pm. The nursery provides funded early years education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Louisa Taylor

## 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 manager and has taken that into account in their evaluation of the nursery.
- The nursery manager and the inspector had a tour of the nursery, indoors and outdoors, to understand how the early years provision and curriculum are organised. Additionally, the manager showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact that this had on children's learning.
- The inspector carried out a joint observation of group activities with the manager.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- Children communicated with the inspector during the inspection. Parents and carers shared their views of the nursery with the inspector.
- The inspector held a meeting with the manager and also discussed self-evaluation. The inspector looked at relevant documentation, including evidence of the suitability of the staff working in the nursery and a selection of other records.

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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