

# Inspection of Daisy Chain

Heathcote Road, Walton, Liverpool, Merseyside L4 6XB

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Inspection date: 31 January 2024

<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**

Staff create a welcoming and nurturing environment for children. Children are happy and they enjoy spending time here. Staff form caring and positive bonds with children. This helps children settle quickly into the nursery routines. Staff provide children with cuddles and they stay close to them when they need reassurance. They know when children are tired, hungry or unwell and respond appropriately to meet children's needs.

Staff plan activities that entice children into learning. For example, babies giggle with glee as they splash in the water tray while washing the dolls. Toddlers use paint rollers and water to make marks up and down the outdoor walls. Pre-school children show high levels of engagement as they make their own porridge. Children develop their strength and coordination and show good listening and attention skills.

Children behave well. They learn how to take turns with their peers. For example, children wait patiently to serve their own food at mealtimes. Staff provide opportunities to support children's growing independence. For example, toddlers learn how to safely cut their own fruit. Pre-school children use the water stations to fill their own cups up. This helps children feel proud of the tasks they can complete by themselves.

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

- Leaders are professional and dedicated to providing the best outcomes for all children. They provide a broad curriculum for everyone. Staff have a secure understanding of children's development. All children, including those with special educational needs and/or disabilities (SEND) make good progress from their starting points.
- Communication and language development is a strength of the nursery. Staff hold meaningful conversations with children. As children play, staff skilfully ask questions to extend their learning. Staff foster children's interest in books. For example, they introduce children to the names of dinosaurs as they share books together. This helps to promote children's language skills.
- The special educational needs coordinator (SENDCo) makes timely referrals to a range of agencies. She works collaboratively with families and professionals to implement detailed plans and interventions. Additional funding is used well to target areas where children need support. The SENDCo follows guidance and advice from professionals to ensure children's needs are met. Children with SEND are well supported.
- Overall, children show positive attitudes to learning. Staff plan a range of exciting activities for children. However, on rare occasions, the curriculum is not

implemented effectively during group activities. Staff do not always sequence learning to ensure it builds upon children's prior learning. This prevents children from making connections in their learning.

- Staff promote a healthy lifestyle. The dentist is invited into the nursery to show children how to brush their teeth thoroughly. Children learn about foods that are healthy and they enjoy nutritious food at nursery. Children have daily opportunities to be physically active. This helps children learn about healthy choices.
- Staff promote diversity well. They learn key words in children's home languages to support those children who speak English as an additional language. Parents are invited into the nursery to share information about their culture with children. Children celebrate what makes each other unique. This helps children gain an understanding of people and communities that may be different to their own.
- Parent partnerships are strong. Parents praise the nursery for the regular updates they provide to them about children's development. Staff provide activities for parents to complete at home to support their child's communication and language development. This helps to provide continuity in children's learning.
- Children enjoy using the outside areas. They run around playing games with their friends. However, the curriculum is not always planned as well for the outdoor learning environment as it is for the inside environment. Consequently, children sometimes wander with little engagement and focus.
- Leaders use effective systems of supervisions and monitoring with staff. They identify areas where they can support staff to develop their practice further. Staff access a range of professional development opportunities. They comment on how well valued and supported they feel in their job roles.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- strengthen the curriculum planning for outdoor play and experiences to provide further learning opportunities
- support staff to develop the curriculum further to ensure group activities are well-sequenced and build upon children's prior learning at all times.

## Setting details

<b>Unique reference number</b>	EY500240
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10317127
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	62
<b>Number of children on roll</b>	94
<b>Name of registered person</b>	Daisy Chain Nursery Walton Ltd
<b>Registered person unique reference number</b>	RP902480
<b>Telephone number</b>	0151 521 1641
<b>Date of previous inspection</b>	8 May 2018

## Information about this early years setting

Daisy Chain registered in 2016. The setting employs 15 members of childcare staff. Of these, 12 hold an appropriate early years qualification at level 2 or above. The setting is open from Monday to Friday, all year round. Sessions are from, 8am to 6pm. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Olivia Barnes

## Inspection activities

- This was the first routine inspection the pre-school 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.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Parents, staff and children shared their views with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation of an activity and evaluated the effectiveness together.
- A sample of documentation was reviewed by the inspector.

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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