

Inspection of Daisy Chain Childcare at Lofthouse Children's Centre

Rodillian School, Longthorpe Lane, Lofthouse, WAKEFIELD, West Yorkshire WF3
3PS

Inspection date: 5 November 2024

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the calm working environment of this nursery. Staff take the time to build strong connections with children. This helps to develop children's self-esteem and confidence. Babies take comfort from the warm and nurturing relationships that staff provide. Older children demonstrate their confidence as they stand in front of a large group and sing their favourite song.

Staff consistently promote high expectations for children's behaviour. When children find it difficult to share, staff take swift action to intervene. They help children to take turns, wait or use conversation to solve a problem. Children look after the equipment, and older children explain to their friends how to play carefully and value their work. For example, they explain not to bump toys on the sand tray, otherwise their work in the sand falls apart.

Leaders have designed a varied and ambitious curriculum that takes into account children's interests. Staff ensure that children with special educational needs and/or disabilities (SEND) are well supported and make effective progress. Staff make detailed records and frequently liaise with parents and external professionals to review children's progress and decide on their next steps in learning. Children with SEND take part in all aspects of the curriculum, and all children are well prepared for the next stage in their learning.

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

- Staff build children's communication skills by holding frequent back-and-forth conversations with them. They discuss future, current and past events linked to children's home lives, celebrations and interests. Staff listen to children's opinions and respond to their views. However, although staff encourage children to talk, they do not consistently place a sharp focus on increasing children's vocabulary. This means that children do not frequently or systematically learn new words.
- Staff know what children need to learn next in order to progress. However, when teaching new learning, staff do not always remain focused on what children need to learn next. For example, during an activity to teach children how to use one-handed tools, staff do not focus on modelling how to do this. This slows down the pace of children's learning.
- Staff frequently support and develop children's mathematical thinking during their play. For example, they encourage older children to identify shapes as they jump between them in the garden. Children build towers and make comparisons between heights. They understand terms such as 'bigger' and 'smaller' and successfully compare numbers up to 10. Younger children begin to identify familiar numerals that are important to them. Babies delight in anticipation as

staff count to three and then blow bubbles to pop. These activities help children to become familiar with and deepen their understanding of mathematical concepts.

- Staff provide children with a range of experiences to build their physical skills, and children frequently demonstrate good physical control. Older children balance on one leg and can build constructions using bridging techniques. Younger children develop hand-eye coordination as they roll and chase hoops. Babies roll balls to each other with staff supporting. These activities help to prepare children for carrying out more intricate movements, such as writing, later on.
- Children develop their independence when they use knives and forks skilfully and wash their faces after eating. Young babies use spoons to feed themselves, and staff provide sensitive support where needed. Children hold mark-making tools, such as pencils, effectively. Staff teach children from a young age how to keep their teeth healthy.
- Leaders work hard to deliver high-quality training to staff which, in turn, has an impact on children's development. For example, staff have been trained in supporting and understanding children's behaviour. This has had a positive impact on how staff work with children to develop their self-regulation skills. It is also reflected in children's positive attitudes towards their learning. Staff appreciate the training programme and say they feel happy working at the nursery.
- Parents comment on how well staff ensure children's well-being takes priority. Parents are pleased with the level of communication they receive from staff and appreciate receiving regular updates about their child's progress.

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:

- support staff to consistently place a sharp focus on developing children's vocabulary in their interactions with children, such as by developing their questioning techniques
- focus more consistently on what children need to learn next when planning activities in order to continually extend and maximise children's understanding and skills.

Setting details

Unique reference number	EY382403
Local authority	Leeds
Inspection number	10364250
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 4
Total number of places	52
Number of children on roll	85
Name of registered person	Daisy Chain Childcare Limited
Registered person unique reference number	RP910702
Telephone number	01924 565466
Date of previous inspection	3 January 2019

Information about this early years setting

Daisy Chain Childcare at Lofthouse Children's Centre registered in 2008 and is located in the Lofthouse area of Wakefield. The nursery operates within the grounds of Rodillian School and is independently run by a private company. The nursery opens from 8am to 6pm, Monday to Friday, for 51 weeks of the year. It employs 18 members of staff. Of these, 11 staff hold appropriate early years qualifications between level 2 and level 6. The nursery provides government funded childcare.

Information about this inspection

Inspector

Ginny Robinson

Inspection activities

- The inspector reviewed the procedures in place for the health and safety of children, such as accident procedures, medicine procedures and security measures in place at the premises.
- The inspector held a meeting with the manager and leaders.
- Children spoke to the inspector and told them about the activities they enjoy.
- Parents spoke to the inspector in person, and the written feedback of parents was also taken into account.
- The inspector observed interactions between the children and staff and assessed the impact these were having on children's learning.
- The manager and the inspector jointly observed an activity together and discussed what the children were learning.
- Staff spoke to the inspector about how they support children with SEND.
- The manager showed the inspector documentation to demonstrate the suitability of all staff working at the nursery.

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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