

Inspection of Daisychain Day Nursery

160 Top Lane, Whitley, MELKSHAM, Wiltshire SN12 8RB

Inspection date: 25 November 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Leaders have designed an ambitious and well-sequenced curriculum that focuses on providing children with the knowledge and skills they need for their next stage of learning. Staff use their expertise well to help children build on what they know and can do. For example, staff encourage tummy time for babies, helping to strengthen their core muscles in preparation for sitting. Younger children roll and squeeze dough, developing their hand muscles to support early writing skills. Outside, older children use their larger muscles to climb up and over wooden frames. Staff provide opportunities for children from an early age to develop their emerging independence. For example, staff help babies to spoon their lunch into their bowls and encourage them to feed themselves. Staff use strategies to help younger children put their coats on, showing determination and perseverance as they succeed.

Leaders have high expectations for children's behaviour. Staff implement consistent boundaries and routines, helping children to understand what is expected of them. Leaders carefully consider the provision of support for children's emotional regulation. Staff have developed quiet areas where children can process their feelings should they feel overwhelmed. Children access 'calm baskets' in these areas, helping them to focus on specific emotions. Staff provide a calm and nurturing environment for babies and they have formed strong attachments with them. This helps babies to feel safe and secure.

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

- Staff have good knowledge of children's learning and use small-group times to provide a more targeted focus on specific learning outcomes. For example, older children learn about size as they determine what objects will fit into different-sized tubes. However, staff do not carefully consider distractions in the environment during these times, particularly for younger children. Consequently, at times, children lose focus on their learning.
- Children develop a love of literacy from an early age. Babies begin to turn pages of books and point to pictures. Older children learn about letters and sounds within the environment as they find an 'f' on the xylophone, supporting children's school readiness. Staff take children on visits to the library bus, where they choose books and read stories together.
- Staff speak clearly and role model language well, helping children to pronounce words correctly. Older children use more complex sentences and enjoy conversations with their friends. Staff use effective strategies, such as pictures and props, to help support younger children to build on their vocabulary. However, staff do not always provide consistent support for babies to help them communicate. At times, this impacts on their ability to interact and develop their

understanding of language.

- Staff promote healthy living through activities and day-to-day routines. Children self-serve healthy snacks and older children enjoy making their tea with the nursery cook. This teaches children about healthy choices. Children follow good hygiene routines. For example, older children wipe their noses independently and attend to their own toileting needs.
- Early identification is a strength of the nursery. Designated leaders form effective links with other professionals to implement support plans at the earliest opportunity. Leaders engage with other settings that children attend to share information about their learning. Children make strong progress from their starting points.
- Staff provide children with many opportunities to explore their local community. They visit local farms and the garden centre, and they enjoy woodland walks. Leaders have recently worked with parents and children to complete a sponsored walk for charity. Children develop a sense of community and pride in helping others.
- Leaders ensure staff undertake well-targeted training. For example, staff use new knowledge from recent training to display family photos and create more homely areas for babies. This supports babies' sense of belonging. Leaders model good practice and place a high focus on staff well-being. They use self-evaluation well to identify areas for improvement and have recently enhanced the outside area. Leaders have provided more climbing equipment to support children's large physical movements.
- Partnerships with parents are effective. Parents have regular opportunities to visit the setting and share children's learning and achievements. Staff regularly send home activity bags for parents to share with their children, extending learning at home. Parents notice progression in children's confidence and social skills.

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:

- review the organisation of small-group times for younger children, helping them to sustain their focus and concentration for longer periods
- implement consistent strategies for babies to support their early communication and language skills.

Setting details

Unique reference number	EY544617
Local authority	Wiltshire
Inspection number	10367666
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	70
Number of children on roll	97
Name of registered person	Golden Mountains Ltd
Registered person unique reference number	RP533618
Telephone number	01225 707220
Date of previous inspection	18 February 2019

Information about this early years setting

Daisychain Day Nursery re-registered in 2017 under a new owner. It is situated in Whitley, near Melksham. The nursery employs 23 members of staff, of whom 21 hold relevant early years qualifications from level 2 to level 6. There are two unqualified members of staff. The nursery also employs a cook. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The setting offers government funded places.

Information about this inspection

Inspector

Chelsea Woollard

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector observed the quality of staff interactions with children indoors and outdoors.
- The inspector spoke to several parents and children during the inspection and took account of their views.
- The inspector and manager carried out a joint observation.
- Children spoke with the inspector during the inspection.
- A meeting was held between the inspector and the management team to discuss leadership.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in 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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