

Inspection of Daisy Chain Childcare

High Ridge Park, Rothwell, Leeds LS26 0NL

Inspection date: 6 December 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Children excitedly explore their nursery. They snuggle up with staff to hear and sing nursery rhymes with excitement and joy. Babies confidently sing sections of songs and fill the missing words in of nursery rhymes. This supports babies to extend their language skills. Music is heard throughout the nursery. Staff encourage children to play instruments and sing Christmas songs for their performance for parents and carers. This builds children's confidence and creativity. Parents and carers are highly complimentary about the service the nursery provides. They comment on the support that staff give their children to help their transition into nursery. Staff develop children's personal skills, ensuring that they feel safe and secure. Parents appreciate the communication from staff during handover times. They enjoy the photos and observations that staff share on an online app. This helps them to extend their children's learning at home.

Staff place a focus on children being physically active in the curriculum. Children have opportunities to develop their fine motor skills, such as through the use of dough and sensory trays. They enjoy daily outdoor access to the playground. Staff use these visits to develop children's gross motor skills, such as through running, climbing and balancing. Children engage well, independently or supported by staff. Toddlers say the noises animals make, while other children build towers and persevere when their tower is knocked down. Older children focus on making creations out of dough or cut up real vegetables to make soup for staff. Children feel safe and secure, having fun as they learn.

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

- Staff are enthusiastic and read to children with energy and excitement. This encourages children to love stories. Children bring books to staff to read, showing their love for books. This supports children's communication and language development, which is a focus in the nursery.
- Staff share children's next steps in learning with parents and have a thorough knowledge of the curriculum they provide. They share ideas with parents of how to continue their children's learning at home. This ensures that parents are fully involved and children are supported with further learning.
- Staff have clear plans for activities. However, staff do not consistently take account of these when interacting with children. For example, they do not consistently expand children's learning during activities or explain the new vocabulary they use.
- Staff are knowledgeable about how to support children with special educational needs and/or disabilities (SEND). They work in partnership with external professionals and uses targets in the setting. Staff use funding well to support children's needs. They use smaller steps to support children who require

additional support to make progress. There are high expectations for the learning of children with SEND.

- Children feel safe and secure with staff. They enjoy their company and have fun, such as they laugh and spend time creating crafts together. Children use tools, such as scissors, which supports their fine motor development. They use pincer grip as they pick stickers to use on their creations.
- Staff promote children's independence skills as they guide children. They encourage children to serve themselves at lunchtime and pour their own water. Toddlers collect their comforters independently.
- Leaders engage with the local community, raising funds for local charities. This helps children to learn about helping others in the community. Staff work with the local schools on transitions to ensure that children move comfortably between settings. Parents are encouraged to be involved and invited to events, such as sports day. Children build their understanding of the world.
- Leaders include parents and children in the evaluation of the nursery. Children attend a nursery council to make decisions about the future of the nursery. Parents complete questionnaires regularly to give feedback about the practice at the nursery.
- Children have a variety of experiences while at the nursery. They have the opportunity to visit the local church to perform their own nativity to parents and carers. Children enjoy taking part in sports sessions with a football coach. They learn about other languages from the Spanish teacher, who shares how to speak in Spanish. Children enjoy weekly singing sessions with a music teacher. This helps children to learn about their community and broadens their life experiences.

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:

- implement what staff want children to learn more consistently during activities, to extend children's knowledge and understanding further.

Setting details

Unique reference number	EY101465
Local authority	Leeds
Inspection number	10367364
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	50
Number of children on roll	72
Name of registered person	Daisy Chain Childcare Limited
Registered person unique reference number	RP910702
Telephone number	01132825766
Date of previous inspection	5 February 2019

Information about this early years setting

Daisy Chain Childcare registered in 2002 and is located in Leeds. The nursery employs 17 members of childcare staff. Of these, 12 staff hold appropriate early years qualifications at level 3 or higher, including two staff who hold qualifications at level 6. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides government-funded childcare.

Information about this inspection

Inspector

Laurafay Muranka

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the manager about the leadership and management of the nursery.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector and the manager carried out a joint observation of a communication and language activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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