

# Daisy Chain Childcare

High Ridge Park, Rothwell, Leeds, LS26 0NL



## Inspection date

18 February 2015

Previous inspection date

11 December 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The quality of teaching is good and some staff demonstrate outstanding practice. Children make good progress towards their next steps, because activities cater for their individual needs and interests.
- The staff have developed a creative and stimulating environment, which enables children to initiate their own play and follow their own interests. This supports children to become active learners.
- Children have formed close attachments to the staff, as a result of good settling-in procedures. Children are happy, settle quickly and are confident.
- First-class partnerships have been established with parents. As a result, parents are assisted very well to meet their children's unique care and learning needs.
- The management team have good knowledge of the Early Years Foundation Stage. They work effectively with the local authority to bring about continuous improvement. Staff receive regular supervision to enhance the quality of practice.
- Staff have high expectations of children. Young children learn to manage their behaviour and to take turns by following the example set by staff.
- Children are protected from harm as all staff members have a clear understanding of their responsibility to safeguard children's welfare.

### It is not yet outstanding because:

- Occasionally, some staff miss opportunities to extend children's language for speaking and critical thinking to the optimum level, to enable all children to consistently progress towards excellence.

## What the setting needs to do to improve further

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

- support the staff to gain an even greater awareness of how to make the most of opportunities to develop children's language for speaking and critical thinking as they arise during activities and daily routines.

### Inspection activities

- The inspector observed activities in the four play areas inside, as well as the outside play space.
- The inspector spoke to members of staff and children at appropriate times during the inspection. She also held meetings with the management team and a representative from the local authority.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector carried out a joint observation with the Early Years Teacher in the outdoor play space.
- The inspector checked the arrangements for first-aid trained staff and their deployment.
- The inspector looked at children's records, planning documentation and evidence of the qualifications and suitability of staff working in the nursery. She also looked at the nursery's self-evaluation document and a range of other documentation.

### Inspector

Amanda Forrest

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The quality of teaching is good and some elements, particularly those provided by experienced staff members, are outstanding. For example, staff extend children's mathematical learning well during construction activities, by introducing numbers and calculation. In addition, staff encourage children to explore and find mini-beasts, such as slugs and worms, under logs in the garden, while sensitively encouraging them to hold them and talk about how they feel. As a result, children are motivated, engaged and become active learners. However, on occasions, opportunities are missed to enhance children's learning to the optimum level. For example, while children use the outdoor learning environment, staff occasionally miss opportunities to engage all children in purposeful discussions that encourage them to think creatively and enrich their vocabulary. Staff's enthusiastic manner and use of simple daily routines underpins children's confidence, which supports their future learning. For example, babies learn to develop their confidence and independence as they explore the lively learning environment that staff have created. Planning is tailored well to match children's individual needs, which leads to accurate assessments of each child's progress. These are regularly shared with parents to enable them to support their child's learning at home.

### **The contribution of the early years provision to the well-being of children is good**

A comprehensive settling-in programme means that staff meet children's unique care routines effectively. Children are prepared well emotionally and socially when they start nursery as they mix with different groups of children on a daily basis. This helps children develop high levels of confidence, which supports them when the times comes to move into a new room. Arrangements for moving on to school, are very well managed. Children's health is promoted through healthy meals and good hygiene routines. The unhurried approach adopted during meals actively promotes children's physical skills and emotional well-being. Equipment and toys are well organised to allow children to freely access them. Outdoors, children are encouraged to explore different types of surfaces and to use larger equipment. They ride mobile toys and climb apparatus, which presents lots of fun and physical challenges. Good staff support means that children of all ages learn to develop their coordination while taking risks in a safe manner.

### **The effectiveness of the leadership and management of the early years provision is good**

The management team demonstrate a commitment to ongoing improvement. Recommendations from the last inspection have been met fully and programmes for future improvement have been implemented. Staff recruitment processes are robust. An effective induction and staff supervision programme ensures that staff are clear about their responsibilities and receive regular training. They work harmoniously as a team, which creates a safe and pleasant place for children. Parents are warmly welcomed and provided with a wide range of information. Regular meetings, play sessions and updates are provided to support parents with their child's learning.

## Setting details

<b>Unique reference number</b>	EY101465
<b>Local authority</b>	Leeds
<b>Inspection number</b>	1004723
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	50
<b>Number of children on roll</b>	81
<b>Name of provider</b>	Daisy Chain Childcare Ltd
<b>Date of previous inspection</b>	11 December 2013
<b>Telephone number</b>	01132825766

Daisy Chain Childcare was registered in 2002. The nursery employs 15 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3, including one with Early Years Professional status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for three- and four-year-old children.

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