

Daisy Chain Childcare (Adel) Ltd

2a Tile Lane, LEEDS, West Yorkshire, LS16 8DY

Inspection date	16/12/2014
Previous inspection date	10/07/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff effectively promote children's learning through their enthusiastic interaction and by creating an accessible and stimulating environment. Within this, they provide a wide range of media and materials, which ignite children's imagination and natural curiosity as learners.
- Children develop strong bonds and secure attachments with their key person as a result of highly effective settling-in programmes, during which there is extremely close consultation with parents and effective communication.
- Children's welfare is ensured as a result of effective safeguarding measures, including thorough recruitment and vetting of staff.
- Children's understanding of making positive choices about what they eat and healthy living is reinforced exceptionally well through the effective provision of meals and snacks and associated activities.

It is not yet outstanding because

- Staff do not consistently embrace the ongoing opportunities to share more precise information about children's individual next steps for learning directly with parents, in order to promote partnership working with greater success.
- Staff do not always encourage children to use their cutlery at lunchtime or fully promote their understanding of good hand washing routines, in order to help them to successfully manage self-care skills and fully learn about effective hygiene routines.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities and care routines in the four main playrooms and the outside learning environment.
- The inspector spoke with children and staff at appropriate times during the inspection and conducted a joint observation with the manager.
- The inspector held meetings with the provider and manager.
- The inspector looked at children's records of learning, assessment records and planning documentation, and sampled a range of other documentation.
- The inspector checked evidence of the suitability and the qualifications of staff working with children and viewed the provider's self-evaluation document, improvement plans and local authority quality improvement support documents.
- The inspector took account of the views of parents spoken to on the day and their written responses provided in surveys, alongside the views of the nursery's local authority adviser who made telephone contact during the inspection.

Inspector

Rachel Ayo

Full report

Information about the setting

Daily Chain Childcare (Adel) Ltd registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of four settings privately owned and managed by Daisy Chain Childcare Ltd and operates from purpose-built premises in the grounds of Adel Primary School, Leeds. It serves the children of the local and wider areas and is accessible to all children. The nursery opens Monday to Friday, all year round, from 8am to 6pm, except for bank holidays and the week between Christmas and New Year. Children attend for a variety of sessions. Children are cared for in four playrooms and have access to two enclosed outdoor play areas. There are currently 80 children on roll, all of whom are in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery employs 20 members of childcare staff, including the manager and four bank staff. There are 15 members of staff who hold appropriate early years qualifications; two are at level 2, 11 are at level 3, one is at level 4 and one is at level 5. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- enhance partnership working with parents, for example, by reviewing and developing the ongoing arrangements for sharing children's next stages of development, in order to promote an even more successful consistent and shared approach to children's learning
- promote older, more able children's independence and self-care skills further, for example, by encouraging them to use their cutlery at lunchtime and by reinforcing hand washing routines after toileting, so that children readily complete such tasks as part of their personal care routines.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a good understanding of the seven areas of learning and how children learn, which means they effectively plan a wide range of interesting activities. As part of this, staff make good use of a wide range of sensory media and materials that can be used, moved and combined in different ways, indoors and outdoors. This enables children to explore and investigate, make links and develop their own ideas as they take part in active learning. This means that children are well motivated, eager to join in, interested and engaged. Consequently, they are acquiring the skills and capacity to develop and learn effectively and be ready for the next stages in learning as they move on to school.

Activities are based around children's interests and next steps for learning, informed by ongoing detailed observation and assessment. As part of this, staff complete an accurate assessment of what children already know and can do when they first begin attending, incorporating parents' own observations. As a result, children are supported in making good progress and are working comfortably within the expected development bands. Staff provide a vibrant and welcoming learning environment, enhanced with photographs and pictures at child-height and children's artwork, including pictures brought from home. Consequently, children can enjoy recalling and reflecting on their learning with their parents and staff and develop a strong sense of belonging.

Parents are well informed about and encouraged to be involved in children's learning in most respects, in order to promote a consistent approach. They have continued access to their child's secure online records of learning; a system introduced during an information evening. This enables parents to observe what their children do and see the progress they are making, which parents say they really like. Parents are encouraged to add their own observations, so that learning can be shared and they can contribute to the planning. Each room displays a daily report for parents, in order to support children's general learning. For example, it details stories or songs of the month and music children have listened to, what children have been learning across the curriculum and suggested activities for home. This is enhanced by information on the nursery's social media website and advice on how to support different areas of development. Furthermore, parents are invited to many social events. Parents' evenings are used to discuss children's individual next steps for learning and these are displayed in planning. However, face-to-face discussions between parents and their child's key person about children's individual next steps for learning are not consistent amongst the staff team. This means that parents are not always fully enabled to support these at home, in order to ensure that children make the best progress possible through a greater shared approach.

Staff extend and enhance children's learning through their good quality interaction. For example, as babies roll balls down large cardboard tubes, staff ignite their early creative and critical thinking skills by asking them where the ball has gone. They encourage them to repeat the activity, which helps babies to consolidate their learning and practise their hand-to-eye coordination. Toddlers delight in exploring the texture of the paint as they roll the small plastic balls around. As they do so, staff develop their early awareness of pattern as they point out the marks they are making. As babies gain new skills while practising their developing mobility, adults stay close by to support and encourage them. Babies beam with delight at the lovely praise they receive for the increased number of steps they take on their own. As young children engage in water play or play with the squidgy dough, staff introduce concepts, such as full and empty, and talk about shapes. This helps children to learn about early mathematical concepts. This is reinforced with exciting outdoor equipment, such as the large wooden weighing scales, and numbered bicycles.

Older, more able children show great creativity as they play imaginatively in the mud kitchen and they communicate confidently. They engage in a simple narrative as they talk about what they are doing, such as making a cake for their friend's birthday. They show good levels of concentration while carefully transferring mud and water into a bowl to make the pretend mixture. Staff sensitively intervene, skilfully questioning children to encourage them to think and respond in their own way; they clearly value all children's

questioning, conversations and suggestions. Staff support babies and younger children's communication skills effectively by modelling language well and interpreting what babies are trying to say as they babble. They also describe what is happening during care routines and activities, which helps children to link words to actions. Staff effectively help children to develop early skills in reading and writing. For example, there is a wide array of labelling to show children where things belong and develop their sense of responsibility as they help to tidy up. In addition, certain age groups have their own name place mat at lunchtime and self-register on arrival.

The contribution of the early years provision to the well-being of children

A significant strength of the nursery is their commitment to ensuring that children feel safe and secure from when they first begin attending. This is evident as babies and children settle quickly on arrival and respond positively to staff's warm and caring manner. This is because of the effective key-person system, which helps children to build secure attachments with a special person, ensuring their emotional well-being. This is strengthened by a detailed exchange of information between parents and their child's key person. This promotes continuity for children, which fosters their sense of security. For example, parents are asked to complete a Getting to know you document and bring this with them in preparation for their child's first settling-in visit. This details, for instance, children's home routines, their likes and how parents would describe their child's personality. Following this, parents and their child's key person complete a This is me document; an ongoing communication tool during the settling-in period. This includes a photograph of children's key person and information about their role and asks parents to share their children's current stage of development and their characteristics of learning. Staff then record their observations of children's visits and detail their interests, favourite things and how they use their large and small physical skills. The senior staff in each room complete a settling-in checklist, in order to monitor the process. Care routines are individual to babies and younger children's individual needs and wherever possible, each key person takes responsibility for each of their key child's care needs. Consequently, they promote their physical and emotional well-being.

Children's continued sense of security is effectively ensured as they move rooms and leave for school. For example, children have several visits to their new room, parents are introduced to children's new key person and forms are updated. Where children leave for school, staff encourage children to wear their school uniform, invite teachers in to the nursery and share development information. Staff also seek and display information they have gained about the expectations of the school and how they can support children's move. Where there is shared care, staff establish positive links with other settings, in order to help children feel secure through a shared and consistent approach.

All age groups develop independence, as they are able to make choices about what they want to play with. This is because resources are effectively organised at child-height. Where appropriate, children are encouraged to put on their own coats and serve themselves at lunchtime. However, they are not always encouraged to use their cutlery, choosing to pick up items of food to bite, rather than using their knife and fork.

Furthermore, children's understanding of washing hands as part of the toileting routine is not always successfully reinforced, so that children do this spontaneously, rather than having to be reminded. Babies and toddlers are encouraged to feed themselves and identify their own feeder cup, labelled with their own photograph. Their key person stays close by to support them if necessary, such as putting food on to their spoon, in order for them to then steer this towards their mouth. Children are very sociable and clearly enjoy linking up with their peers and sharing ideas, for example, as they play in the mud kitchen. Children behave well because staff use positive reinforcements and praise children's achievements. This fosters children's confidence and self-esteem. Any minor incidents of unwanted behaviour are dealt with in a positive manner to reinforce why rules and boundaries exist. For example, where children become a little boisterous and over-excited with the cardboard tubes used as part of their superhero play, staff sensitively intervene to calm them down. Children learn about risk-taking and keeping themselves safe using a variety of outdoor play apparatus, which provide good levels of challenge.

Meals and snacks are effectively planned by the nursery chef within a five-week seasonal menu. All food is freshly prepared, wholesome and nutritious, with organic produce being used and sourced from the local greengrocer and butcher. The chef ensures that children have at least seven or eight vegetables in their meals. Consequently, children learn to make positive choices about what they eat from an early age as part of a healthy lifestyle. This is reinforced through fun activities, such as harvesting fruit and vegetables, baking with the chef and helping him to prepare food, such as homemade bread and soup. Children's dietary needs are met very well through strict policies and safe practices. For example, photographs of children with particular dietary needs are displayed in the kitchen. In addition, staff use different coloured plates to identify children who are vegetarians, those who have specific cultural dietary requirements and those with allergies. Children have daily access to outdoors, helping them to develop a positive approach to physical activity as part of a healthy lifestyle. As part of this, staff have purchased puddle suits, which enables babies and toddlers to have greater access to their own designated and newly designed outdoor play area. They run around confidently and negotiate space successfully, for instance, as they ride on wheeled toys or push each other around in these.

The effectiveness of the leadership and management of the early years provision

The provider has a good understanding of and, consequently, fulfils their responsibilities in meeting the safeguarding and welfare and the learning and development requirements. There are thorough safeguarding arrangements in place. For example, the recruitment and vetting of staff is extremely robust and once in post, staff have a comprehensive induction, which includes mandatory training. This is meticulously planned by the nursery's training coordinator and within a six-month training schedule. Staff cover various childcare modules within this and their knowledge of each one is tested after being signed off. This ensures that staff are fully aware of their roles and responsibilities and have the necessary skills and attributes to provide children with good quality care and education. Staff are

able to identify possible signs of abuse and neglect, including any concerning behaviour amongst their colleagues. They are fully aware of both internal and external reporting procedures, in order to ensure that concerns are passed on promptly to protect children. This is strengthened by mandatory training for new employees and by safeguarding being covered as a standard agenda item within various meetings. Furthermore, staff complete a quiz, in order to evaluate and refresh their knowledge. Access to the nursery is effectively monitored, accident records are reviewed each month and evacuation cots are available to help enable the babies to be evacuated safely. These form part of the effective risk assessments, managed by a designated health and safety officer. This further contributes to safe practices that foster children's welfare.

Since the last inspection by Ofsted, where the setting received a number of actions to improve and a subsequent monitoring visit, the provider and manager have implemented effective changes and made very good progress. The deployment of staff is now well considered and planned for, to ensure that the required staff-to-child ratios are adhered to at all times, which promotes children's safety. Observation, assessment and planning arrangements are much improved, as is staff's quality of teaching. Consequently, the individual stage of development of children and their interests are now fully considered and they make good progress in their learning. Furthermore, there is robust monitoring of individuals and groups of children. Consequently, staff are able to ensure early intervention and narrow any achievement gaps where children are not working within expected levels of development. The success of the improvements made is clearly attributed to the well-developed and successful self-evaluation. The new manager provides strong leadership, has implemented many new initiatives and acts as a wonderful role model to staff. She successfully cascades her high expectations and drive for improvement, alongside the provider, spending a good amount of time in the nursery rooms. There are many effective tools in place for reviewing the practice. This is reflected in clearly targeted action plans, combined with quality improvement focus plans, identified through close partnership working with early years advisers. These are closely monitored, in order to sustain and maintain continuous improvement. As part of this, for instance, a variety of meetings take place from the management team downwards and the manager completes a weekly overview report for the provider. The manager also attends external advisory events and undertakes frequent networking, in order to share good practice ideas and reflect on the nursery provision. Furthermore, the views of parents and staff are very much valued and encouraged, for example, through surveys, which are evaluated and positively acted upon.

There is a strong drive to develop and extend staff's skills and knowledge, in order to continually improve children's achievements over time. As part of this, there is effective support and mentoring of staff at all levels. This includes monthly supervisions, supplemented by peer observations undertaken by the manager, which inform targeted areas for improvement and professional development plans. This includes staff attending both in-house and external training courses, specific to the needs of the nursery and identified as having the most impact on children's care and education. Furthermore, staff are fully supported in gaining a qualification or working towards a higher level qualification, including the manager who is currently completing her foundation degree.

Parents are well informed about the nursery when their children enrol and during their

child's placement, in order for them to make an informed choice and promote a shared and consistent approach. For example, they initially receive a detailed welcome pack and are provided with a daily summary of their child's care routines. There is a wide array of notices and displays, including staff photograph boards, a welcome booklet about each nursery room and information about the key-person role. Furthermore, there is a friendly exchange of general information between children's key person and parents as they drop off and collect children. Parents are also provided with regular newsletters as an additional helpful communication tool, in order to update them on new initiatives, share information and invite them to contribute resources. However, the arrangements for sharing information about some aspects of children's individual learning are not as successful. Parents express very complimentary comments about the nursery both verbally and in completed surveys. Staff establish positive partnerships with providers where children attend other settings. For example, introductory letters are exchanged and this is followed by regular communication about children's development and interests. This helps staff to gain a full picture of all children's achievements, in order to complement learning and balance children's experiences.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY246035
Local authority	Leeds
Inspection number	987603
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	54
Number of children on roll	80
Name of provider	Daisy Chain Childcare Ltd
Date of previous inspection	10/07/2014
Telephone number	0113 285 7000

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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