

# Daisy Chain Childcare Ltd

William Gasgoine Centre, Acre Road, LEEDS, LS10 4DE

## Inspection date

Previous inspection date

05/09/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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

- Teaching is good and as a result, children are motivated to learn. Staff are skilled in providing for children's individual needs, ensuring that every child makes good progress from their starting points.
- Children are settled and content because all staff provide a caring and nurturing environment that promotes children's emotional well-being effectively.
- Children are safeguarded and fully protected from harm. This is because all staff have been checked and are suitable to work with children and fully understand their role and responsibility in protecting children.
- Staff engage extremely well with parents and carers and clearly value the important role they play in their children's ongoing learning and development.

### It is not yet outstanding because

- Systems for monitoring the quality of teaching are not used to their fullest potential to enable staff to share positive practice, for example, by completing peer observations.

## 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 viewed all areas of the premises and equipment and observed activities in all of the playrooms and the outside play areas.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the nursery and a range of other documentation.
- The inspector held meetings with the provider, manager and spoke with staff and children throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Sian Campbell

## Full report

### Information about the setting

Daisy chain preschool was registered in 2014 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted community centre in the Middleton area of Leeds. The preschool is managed by Daisy Chain Childcare limited. The nursery serves the local and surrounding areas and is accessible to all children. It operates from 8.30am to 11.30 and then 12.30 to 5.30pm, Monday to Friday, term time only. There is a fully enclosed area available for outdoor play. There are currently 62 children on roll, all of whom are in the early years age range. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. The pre-school employs nine members of childcare staff, including the manager. Of these, all hold appropriate early years qualifications at level 3 to 6.

### What the setting needs to do to improve further

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

- develop further the existing systems for monitoring the quality of staff performance by including peer observation in order to build on the modelling of good teaching practice.

### Inspection judgements

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

Children's learning and development is promoted effectively as the provider, manager and staff have a good understanding of the Early Years Foundation Stage. The quality of teaching is good. Staff have a secure understanding of how to promote children's learning and development through the prime and specific areas of learning. Staff provide an exciting, stimulating and well-organised environment, with a range of resources to promote all aspects of development. This includes innovative ideas such as drain piping for water play and mud kitchens in each area of the outdoors. Planning is good and is based on the individual needs and interests of children. For example, staff plan interesting activities to promote problem solving and investigation skills. They support children with learning how to work together to investigate how the drain piping and water can be used to carry balls from one end to the other. Resources are available for children to collect the balls and staff provide chalks for children to record the total number of balls they have collected. This helps children with developing their understanding of early mathematics and writing. There is a sharp focus on helping children to acquire communication and language skills and supporting their physical, personal, social and emotional development. Staff join in children's play, role modelling and extending their vocabulary, appropriate to children's stage of development. This means that children are learning to develop their language skills. A range of resources, including signs and labels help to ensure that children's literacy, language and communication needs develop well.

All staff and key persons know children and their families well and effectively support each child's personal, social and emotional needs. Children develop secure emotional attachments, which enables them to leave their parents confidently as they enter the preschool. Staff enthusiastically plan learning using the detailed information gathered from parents on entry to the preschool. Children have an individual profile and a record of learning that identifies their learning and progress. Parents contribute with observations from home on the pre-school's electronic profile system. This means that parents can securely access their children's development files remotely at any time. Parents spoken to, on the day of the inspection, report that they receive high quality information from the manager and staff and have a range of opportunities to contribute towards their children's learning. These very good partnerships with parents are actively contributing to children's learning and progression.

Observation, assessment and planning systems are effectively in place and cover all seven areas of learning. Staff are fully committed to planning for children's next steps in order to challenge them and help them make good progress in their development. Subsequently, all children are making good progress given their starting points and are acquiring the skills they need in readiness for school. They develop positive dispositions, which lay the foundation for becoming lifelong successful learners. There is a good balance of play both inside and outside. Children particularly enjoy sand play in the outdoor area. Staff engage them as they explore texture and a variety of materials. Staff provide a range of activities for individual children. For example, younger children are supported to develop their counting skills as they add candles to birthday cakes they have created in the sand tray. Skilled staff model counting to ten and challenge children to count independently.

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

Children settle quickly because staff provide resources that they know children enjoy playing with, while meeting their care and learning needs. This is because staff discuss and record in detail, children's overall needs and starting points with parents during several transition meetings. Children form warm and secure attachments with their key person and other staff, and are happy and engaged in their play. This helps to promote their emotional well-being. Parents are kept up to date with their child's progress and care needs. This is successfully achieved by daily discussions, and access to their child's development file online, with opportunities to contribute to recording information about their child. The preschool has developed good links with the local schools and they liaise with reception staff to support children emotionally as they move into school.

Staff promote healthy lifestyles because they plan daily activities and regular physical exercise for children. Staff ensure that all children have daily access to fresh air and support children to select the equipment they would like to use outside, promoting independence. Children develop a range of skills, which help to promote their understanding of personal hygiene and self-care. For example, children are aware of why they should wash their hands after using the toilet. Children cooperate well with each other and know what behaviour is acceptable in the pre-school. This is because a number

of strategies are embedded in practice. For example, children are praised for positive behaviour and spoken to in a sensitive, gentle way if minor disagreements arise. Staff are proactive in relation to maintaining a safe and healthy environment for children; so that they benefit from everything the preschool has to offer. For example, there is a rigorous system in place for completing daily checks of the preschool and equipment before the children arrive.

Children fully embrace the benefits of outdoor learning and enjoy discovering all that the outdoor environment has to offer. For example, there are exciting and well-equipped areas that provide many opportunities for exploration, investigation, creative and imaginary play, and for building strong physical skills. Children access the outdoors in all weathers and are supported by staff to assess risk and move with care. As a result, staff teach children about safety and the value of taking managed risks.

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

Children are safeguarded through the implementation of good practices and procedures, which underpin the consistent approach and practice, and are reviewed regularly. An extensive range of policies and procedures successfully underpin daily practice and regular reviews of these are carried out to ensure they remain current and effective. Detailed risk assessments for all areas of the building, the outdoor area, outings and resources are completed to identify and minimise risks. Accurate accident records and procedures for reviewing these are implemented and contribute well to ensuring children's safety remains paramount. Robust recruitment and vetting systems ensure all adults working with children are suitable to do so. Strong partnerships with a wide range of professionals has enabled practitioners to implement the Early Years Foundation Stage with confidence. As a result, they have a good understanding of the learning and development requirements and how to effectively monitor all children's skills, abilities and progress.

The pre-school is managed well. The management team oversees the staff team to ensure all requirements of the Early Years Foundation Stage are met. Planning, teaching and children's files are monitored mostly well to ensure high-level interactions and evidence is recorded. However, systems to monitor the effectiveness of teaching are not robust as they do not enable staff to consider and share examples of each other's practice, for example by completing peer reviews. The management team continually work hard to develop the service they provide, using a clear process of self-evaluation to monitor the effectiveness of the nursery's practices and procedures. Parents, staff and children contribute to this process and this provides a good overview of the whole provision and leads to the identification of clear targets requiring further improvement. Staff supervision and appraisals are well embedded. They are a regular process in the preschool and are used well to recognise strengths and to identify any specific training needs for individual staff or for the team as a whole.

Very good partnerships between parents, external agencies and other providers are

evident and well established. These contribute to meeting children's individual needs effectively. Effective communication systems ensure that parents are kept fully informed of their children's progress. Parents receive feedback on their suggestions for improvement. The manager produces newsletters and the provider ensures that parents receive feedback to comments they make on the company's social media account. Individual planning for children's development is shared with parents and appropriate professionals, if required. As a result, there is consistent, secure support for children and their needs are very well met.

### **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

<b>Unique reference number</b>	EY472998
<b>Local authority</b>	Leeds
<b>Inspection number</b>	956542
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	68
<b>Number of children on roll</b>	62
<b>Name of provider</b>	Daisy Chain Childcare (ADEL) Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07801866003

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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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