

Daisychain Childcare

H M S Raleigh, Trevol Road, TORPOINT, Cornwall PL11 2PD



Inspection date	7 January 2019
Previous inspection date	23 April 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff take the time to get to know the children well and to settle them in. They are kind, happy and greet children enthusiastically, which helps them develop strong bonds with children.
- Staff enthusiastically, wholeheartedly and playfully get involved in children's games, helping to capture their interests, and support them to engage in a wide range of activities. All children make good progress in their learning.
- The new managers work well together to monitor the children's progress and target any patterns in learning. For example, after identifying a common gap, they successfully worked with staff to focus more on supporting the children's understanding of technology.
- The managers have successfully raised the quality of care at the nursery and begun to implement several additional changes. For instance, the areas for development they are currently working towards include increasing the range of outdoor learning opportunities and trying to involve parents more in their children's learning.
- In their enthusiasm, staff sometimes speak on behalf of children too readily and miss opportunities to encourage them to speak, express their thoughts and resolve problems.
- Staff working in the pre-school room do not routinely share detailed information with each other about the children's learning, to enable them to provide more individual support that helps all children to make as much progress as possible.

What the setting needs to do to improve further

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

- make better use of opportunities to support all children to develop their speaking skills, including sharing their ideas and solving problems
- develop information sharing between all staff in the pre-school room to enable them to quickly identify each child's next steps in learning and provide consistently challenging experiences.

Inspection activities

- The inspector observed children of all ages playing inside and outdoors.
- The inspector carried out a joint observation with the manager, to evaluate the quality of teaching and learning.
- The inspector spoke with children, parents and staff throughout the day, and took account of the written views of parents.
- The inspector held meetings with the managers at appropriate times during the inspection.
- The inspector sampled a range of documents, including staff suitability checks, children's learning files and records relating to health and safety.

Inspector

Sarah Madge

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The managers and staff have a secure understanding of the signs that might indicate a child is at risk of harm and know how to take the appropriate action to protect children's welfare. Since the last inspection, the managers have worked with the local authority to improve risk assessments at the setting and prioritise children's safety. For example, staff have completed training to develop their awareness of hazards and how to minimise risks, and managers have reviewed key policies and risk assessment processes. The managers provide good support for staff. For instance, they routinely observe staff and encourage them to observe each other, to help them reflect on their own skills and share good practice. This has led to staff becoming more mindful of their tone and the volume of their speech when leading activities with children.

Quality of teaching, learning and assessment is good

Staff assess children accurately and quickly identify any developmental delays. They work in good partnership with parents to identify effective strategies and target any gaps in learning. Staff plan a good range of enjoyable activities that helps to extend children's learning well overall, particularly for the younger children. Children benefit from plenty of opportunities to develop mathematics skills. For example, staff frequently count during general interactions with babies, such as when they climb steps, and they help the older children to match quantities with numbers. Babies and younger toddlers happily explore dinosaur toys in the sand tray, showing interest in identifying the features on each dinosaur, such as the eyes and teeth. Older toddlers and pre-school children engage in frequent imaginative play, such as taking care of the dolls and excitedly pretending to be superheroes or cars.

Personal development, behaviour and welfare are good

Children arrive confidently, happy to see staff and their friends. They demonstrate good feelings of security as they ask staff for help when required. For example, older children try to put on their jacket but willingly seek support after several attempts, and older toddlers ask staff to hold their hand when they walk along the balance beams. Staff are positive role models and manage children's behaviour effectively. For instance, they routinely remind children to use good manners and explain the reasons for the rules, such as why they should not throw toys excitedly across the room.

Outcomes for children are good

Children acquire the key skills in preparation for school. For example, the older children develop a keen interest in stories. They listen attentively and happily talk about the pictures. All children learn to become independent. For instance, babies receive encouragement to strap animal toys into the swing and older children serve their own food at lunchtime. Pre-school children learn to manage their feelings calmly; for example, informing each other when it is their turn during games.

Setting details

Unique reference number	EY415486
Local authority	Cornwall
Inspection number	10084890
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	1 - 4
Total number of places	43
Number of children on roll	37
Name of registered person	Grey, Sally Marie
Registered person unique reference number	RP905697
Date of previous inspection	23 April 2018
Telephone number	01752 816300

Daisychain Childcare registered in 2010. The nursery is open each weekday from 7.30am to 5.30pm all year round, except public holidays. There are eight members of staff, including the manager. Of these, seven hold childcare qualifications at level 2 or 3. The nursery receives funding for early years education for children aged two, three and four years.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

