



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**  
**Daisy Chains Day Nursery**  
**HMM House**  
**Unit One**  
**Castle Park Industrial Estate**  
**Flint**  
**CH6 5XA**

**Date of inspection: December 7-8 2010**

**by**

**Jean Laura Hannam**

**for**

**Estyn, Her Majesty's Inspectorate for Education  
and Training in Wales**



**INVESTORS | BUDDSODDWYR**  
**IN PEOPLE | MEWN POBL**

During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

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## Context

Daisy Chains Day Nursery was opened in 2005 and is situated close to the centre of Flint. It serves the immediate urban area. Children come from a mix of private and rented housing where a significant proportion of the population are economically and socially disadvantaged. The nursery is registered for 85 children from the age of six weeks to 12 years and provides for the needs of the full range of abilities and backgrounds. The achievement of the children on entry into the nursery varies with each cohort. The nursery has enrolled with the Early Years Partnership and can draw funding for registered children for the two terms following their third birthday. Nearly all speak English as a first language; non speak Welsh.

The nursery is housed in converted commercial premises on the local industrial estate.

At the time of the inspection there were no “looked after” children or any requiring additional learning needs (ALN). The nursery has the facilities to supply the needs of children learning English as an additional language (EAL) and who have physical disabilities.

The nursery opens Monday to Friday for 51 weeks of the year.

The setting was last inspected in October 2010 by Care and Social Service Inspectorate in Wales (CSSIW). This is the first Estyn inspection.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The setting provides children with a good learning environment that successfully promotes the Foundation Phase Outcomes for children's learning.

All children enjoy their learning and make good progress in acquiring new knowledge, understanding and skills which they are beginning to apply across other areas of learning.

All children feel happy, secure and safe as a result of the good relationships formed with members of staff.

The calm and caring ethos ensures children are treated with the upmost respect and sensitivity, which fosters individual achievement and well-being.

### Prospects for improvement

The management clearly aspire to improve provision, react immediately to address issues that affect progress and is now beginning to implement and monitor recent changes.

All staff are fully supportive of these changes and great strides have been taken to successfully implement the Foundation Phase curriculum.

The recently introduced self-evaluation system and refined development plan are beginning to highlight priorities for future improvement.

Throughout, the quality of the staff has had a very positive effect on progress. They know the children well and overall supply their individual needs informally. The impact of their recent training on individual children's progress indicates their willingness to alter their practice to improve the teaching and learning.

## Recommendations

The recommendations for improvement are to:

R1 develop the children's competence in Information and Communication Technology (ICT) to an appropriate level and their awareness of issues relating to sustainability and global citizenship;

R2 formalise planning to include more investigative tasks and cater for the individual needs of all on roll; particularly those who require more challenge;

R3 further develop the self evaluation practices to include all stakeholders and consolidate the processes to deliver more accurate information from which focused actions for improvement can be formulated;

R4 continue to develop the strategic planning role of the senior management and further refine the new development plan to include more specific, measurable targets for improvement;

R5 continue to ensure that all new initiatives have been fully implemented and evaluate the impact on the teaching and learning.

### ***What happens next?***

*The setting will produce an action plan showing how it will address the above recommendations.*

## Main findings

<b>Key Question 1: How good are outcomes?</b>	
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There is no report on children's progress, standards in their skill development, Welsh language and well-being. This is because of the number of relevant children present at the time of the inspection was too few to report on without identifying individual children.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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**Learning experiences: Good**

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The learning experiences provided by the nursery are firmly based on the principles of the Foundation Phase and meet the needs of the full range of abilities on roll. They effectively promote learning and facilitate progress across the curriculum.

Overall, planning is developing appropriately and is beginning to be based on past learning. Although the nursery does not formally plan for differentiated activities to supply individual needs this is carried out in a practical manner as the staff know the children very well. Planning for tasks that enhance investigative skills and offer challenge, particularly to the more able, is underdeveloped. Basic skills are taught throughout the day at an individual level.

The nursery is fully inclusive and understanding diversity is implicit within the taught curriculum.

Over half the children are slowly becoming independent learners. They take advantage of the many opportunities offered to develop their physical skills well as they take part in activities linked to the outside classroom. Most have good hand-eye co-ordination, can scoot and pedal with confidence, are spatially aware and control their body speed as they move around the setting.

As a result of effective planning, most children's creative skills are developing appropriately as they learn to express themselves through music and art. However, on occasions they do not include their own creativity in their projects. Many have a growing concept of the wider world as they study such topic as "People who help us" and "The jungle". All understand that living things need care, respect and concern as they learn to nurture their garden plants.

Lessons are regularly observed by the management to monitor teaching and learning. A well established, individual tracking system ensures that overall, each child develops according to his/her needs; suitable action is taken if difficulties arise.

Staff competently plan to develop children's Welsh language skills and to impart a sense of Welsh tradition. All are beginning to appreciate customs from other cultures as they study various multi-cultural festivals such as Christmas, the Chinese New Year and Ramadan.

As yet their understanding of global citizenship and sustainability is under-developed. Staff are beginning to use the local community to support learning; for example, they attend "Rhyme-Time" classes at the local community centre.

**Teaching: Good**

All practitioners are trained to deliver the principles of the Foundation Phase. They prepare a suitable balance of staff-led and child-initiated activities and manage behaviour well. They have growing expectations for each child and plan stimulating activities throughout the day. They use a range of well developed teaching strategies which engage and challenge most children. However, on occasions the needs of the more able are not sufficiently met.

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Except in ICT, staff make good use of all resources and good quality adult support extends the learning throughout the day. Overall staff have good intervention techniques as they skilfully and sensitively manage the needs of individuals.

Staff assess progress regularly and are beginning to use this information to affect future planning. Parent/carers are frequently informed of their child's progress. They are able to contribute to the assessment process as a result of a well established staff/parent communication system. Reports are appropriate and parents' evenings well attended.

**Care, support and guidance: Good**

Effective arrangements are well established to support all children's health, well-being and learning, reflecting positively on standards and provision. Children are encouraged to choose a healthy life-style and pay due regard to group health and safety rules.

Behaviour is good as children soon learn to adhere to expected patterns of behaviour. As a result of an effective "Key-Worker" system, all state they feel safe and secure throughout the day and know who to go to if problems arise. Children have many opportunities to further develop their social, moral, spiritual and cultural development through a comprehensive personal and social programme planned into the daily curriculum.

Most children are honest and fair with their peers. They share well and are beginning to take responsibility for their own actions. Over half are able to make informed choices and decisions based on experience and are beginning to contribute to the local community as they enthusiastically raise money for local causes.

The setting has appropriate policies and procedures in place to ensure the safety of all children throughout the day. It fully meets all safeguarding regulations and responsibilities. All staff are trained and understand their roles and responsibilities within the statutory framework. Risk assessments are carried out regularly.

Early identification of children with ALN, including those learning English as an additional language, is effective and immediate support is given. Parents/carers are involved throughout the process and actions taken are regularly reviewed. Links with various support agencies are available if required.

**Learning environment: Good**

The inclusive ethos of the nursery percolates throughout the day and guides practice to promote equality of opportunity and diversity. It encourages all children to respect each other. The setting offers equality of access to the curriculum and freedom from harassment or oppressive behaviour for all stakeholders.

All complaints are dealt with immediately.

There is sufficient staff to deliver the Foundation Phase curriculum within a stimulating environment. Good quality resources are matched to children's individual needs and adequately support learning. Community resources are beginning to

enhance learning and the accommodation is adequately maintained and fit for purpose. The use made of the outdoor area is a strength of the nursery and fully supports learning.

<b>Key Question 3: How good are leadership and management?</b>	<b>Adequate</b>
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Until recently many of the existing management procedures were only informally applied. Good quality staff, who know the children well, have compensated for lack of strategic direction and ensured that individual needs have been met. There is evidence to indicate that relatively new, improved management systems are successfully addressing this situation.

**Leadership: Adequate**

The leader has clear aims and objectives which are focused on providing for the individual needs of the children on roll. These were formulated with the support of the staff and are regularly monitored by the management. The leader has growing expectations for the staff and children and strives to sustain improvement. She ensures the Foundation Phase is delivered in a stimulating manner and manages the staff and children well. Good relationships between all stakeholders enhance children's learning. The manager is accountable for standards and the quality of achievement and takes into consideration national and local priorities such as the implementation of the Foundation Phase. As yet her strategic planning role is under-developed. She offers an effective link with the owner who acts as a "critical friend". There is a well established system of appraisal in place and the manager addresses any shortcomings in performance immediately. Training is linked to identified priorities from the appraisal process.

**Improving quality: Adequate**

On an informal basis the staff know the setting well and are aware of many of the strengths and weaknesses. Over the past few months they have worked conscientiously to strengthen the self evaluation procedures. As yet these are not sufficiently robust to ensure the supply of accurate information that will lead to measured improvements to raise standards; neither do they consult all stakeholders. However, in certain areas the management are beginning to use information from the self evaluation report (SER) to prioritise actions for improvement.

Although the newly implemented "development plan" indicates planned actions, timescales and staff responsibilities, this is very general and lacks robust targets to move the nursery forward at pace. Neither is it linked to other documentation. The process of evaluating the impact of actions taken on the teaching and learning is just evolving.

Daisy Chains is beginning to link with a number of professional agencies to form a local learning community. Staff attend regular training sessions, share good practice during peer observation time and are beginning to reflect on the impact of their own

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practice on the children's learning and well-being. They are always willing to try new approaches to raise standards and the manager reacts immediately to issues that affect progress.

**Partnership working: Good**

The nursery is developing a wide range of local partnerships to enhance the children's learning and promote their well-being. Induction is thorough and helps children to settle quickly into their new routine; parents are involved in this process. There are strong links with the feeder Flying Start Unit and toddler groups. The Health Visitor and associated agencies are available on request should additional support be required. Daisy Chains is registered with Flintshire Early Childhood Partnership and is supported well, on a regular basis, by the Local Authority (LA) Early Entitlement Team. Staff work hard to encourage parental involvement through regular newsletters, questionnaires, reports, "Home/Nursery" books and open evenings. Links with the schools are less developed. All staff throughout the unit communicate well and there is a good flow of information accompanying the children as they move through the nursery. Links with the community are beginning to develop. The nursery is working towards accreditation in the "Quality Counts" scheme.

**Resource management: Good**

Overall good quality resources are managed well and deployed effectively to support the learning needs of all children. However, ICT resources are limited. The setting is appropriately staffed by experienced practitioners who have a very positive effect on the progress made by individual children. The best possible use has been made of the old building to deliver the curriculum.

Finances appear to be managed well by the proprietor who endeavours to link spending to priorities raised by the management. The manager is just beginning to evaluate the impact of new resources on the outcomes of achievement, progress and well-being. The setting gives value for money.

## Appendix 1

### Stakeholder satisfaction report

#### Responses to parent questionnaires.

One hundred percent of parents who returned the questionnaires stated they agreed with all aspects of the work of the nursery. All felt their child enjoyed coming to the setting and felt safe and secure in their surroundings. They appreciated the good communications with the relevant staff and confirmed the children were treated with the upmost respect.

#### Responses to discussions with children.

Nearly all children state they enjoy coming to nursery and feel very safe. Many are able to recall their favourite activities and stress the need to share with others. Most look forward to outdoor activities with enthusiasm.

All know the staff well and understand they can go to any of them for comfort, help or guidance as required. Nearly all have begun to establish simple friendships and co-operate well in group activities such as making a class collage in the craft corner.

Most children are able to explain what happens if they produce very good work and are aware of the consequences of unacceptable behaviour.

The majority are able to articulate their likes and dislikes and discuss the “rules” of the nursery

## Appendix 2

### The Reporting Inspector

Jean Laura Hannam	Reporting Inspector
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### Copies of the report

Copies of this report are available from the setting and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))