



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 1 Castle Park Ind Estate
Flint
Flintshire
CH6 5XA**

Date of inspection: July 2016

by

**Mary Dyas
Reporting Inspector**

for

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

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 setting's current performance and on its prospects for improvement.

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

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

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Context

Daisy Chains Day Nursery is an English medium setting based on Castlepark Industrial Estate in the town of Flint in Flintshire. The nursery first opened in February 2005 and the current owners took over in August 2014. Three members of staff work in the pre-school Waterlillies room for children aged three to five years. They are all well qualified and experienced in working with young children. Twenty-four three-year-olds receive funded education from the local authority.

Nearly all children attending the nursery have English as their first language and none has a parent at home who speaks Welsh. No children who attend the setting have additional learning needs.

The setting was last inspected by the Care and Social Services Inspectorate Wales in April 2015 and by Estyn in December 2010.

Summary

The Setting's current performance	Good
The Setting's prospects for improvement	Good

Current performance

The current performance of the setting is good because:

- Nearly all children make good progress during their time in the setting
- Most children have positive attitudes towards learning
- Practitioners plan together a good range of interesting and engaging activities that stimulate the children to learn
- The warm and inclusive ethos ensures children feel happy and secure
- Relationships between practitioners and children are strong
- The plentiful supply of good quality resources supports the planned learning experiences well

Prospects for improvement

The setting's prospects for improvement are good because:

- Practitioners work together successfully as a team and support one another well
- There is good evidence that the setting is addressing the current areas for improvement
- All staff are keen to improve and quick to respond to advice
- The leader provides clear guidance and direction
- Practitioners ensure that parents are regularly informed of their child's progress

Recommendations

R1. Ensure planning for focus activities includes specific opportunities to extend for more able and support for less able children

R2. Ensure Welsh is used informally throughout the session and not just during group times

What happens next?

The setting will draw up an action plan which shows how it is going to address the recommendations. The local authority will monitor the setting's progress.

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

Nearly all children make good progress from their starting points by the end of their time at the setting. They make steady progress in their learning and explore new experiences with energy and enthusiasm. Most persevere for worthwhile periods at activities they have chosen and nearly all co-operate well to tidy away equipment at the end of sessions.

Nearly all children achieve good levels of competence in developing literacy and numeracy skills. They discuss things that have happened and express their feelings and ideas confidently during group times. They join in enthusiastically with familiar songs and rhymes. During free play, a minority of children choose to sit quietly and look at books that they hold correctly and enjoy sharing with their friends. Most children develop their early writing skills effectively through mark making and painting. They handle resources confidently and are proud of their work. Most recognise their written name when they self-register at the beginning and end of the session.

In numeracy, nearly all count up to ten with confidence and most count objects accurately to at least five. Most children use and understand a good range of mathematical language, for example the talk about objects being 'on' or 'behind' something and when playing with sand or water describe containers as 'full' 'empty' and 'nearly full'.

Nearly all children develop good competence in using a range of information and communication technology (ICT). For example, they direct a remote control vehicle accurately, photograph their work confidently and play imaginatively with electronic toys in the home corner.

Most children respond well to Welsh words and phrases used by the adults during group times and count together to ten. However, their ability to use these skills independently is underdeveloped.

Wellbeing: Good

Nearly all children enthusiastically participate in a wide range of activities. They are happy and confident in their learning and co-operate well with one another. They play independently, in twos or with a small group. Most concentrate on their chosen task for a worthwhile length of time. Children talk confidently about what they are doing and are happy to ask for help from adults. Most listen attentively when others are speaking and show consideration and courtesy, for example when they pass jugs and plates to one another during snack time.

Nearly all children are developing beneficial levels of independence. They wash their hands thoroughly with little prompting before sitting down to eat. All children successfully pour their own milk or water and help themselves to healthy snacks. Nearly all show a good understanding of the need to have a healthy diet with plenty of fruit and vegetables and know that taking exercise keeps you fit.

Key Question 2: How good is provision?	Good
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Learning experiences: Adequate

Practitioners collaborate effectively to plan a curriculum firmly based on the philosophy of the Foundation Phase. Themes relevant to the children's needs and interests provide the basis for long and medium term plans. Plans for the following week take into account children's progress based on observations from the pre-school team. They provide a comprehensive range of indoor and outdoor activities that builds effectively on children's prior knowledge and skills across all areas of learning. These planned activities provide worthwhile opportunities for the children to explore and investigate. Weekly focus tasks provide opportunities for practitioners to develop specific skills. However, planning does not indicate how focus activities led by a practitioner could be adapted to the needs of children with different abilities.

Practitioners ensure that there are regular opportunities for children to develop their basic key skills in literacy and numeracy. Suitable story and factual books linked to each theme provide an added dimension to children's knowledge and understanding. Children learn about other cultures and religions through celebrations such as Chinese New Year and experience a range of activities including tasting different foods and role-play. When practitioners speak Welsh, they support the children well in their learning of the language. However, there are few opportunities outside whole group sessions when Welsh is used and children are not yet ready to use independently the words and phrases to which they have been introduced. Children have appropriate opportunities to learn about their Welsh culture and heritage such as when they celebrate St David's Day

Teaching: Good

Practitioners are experienced in working with young children and have a good understanding of the requirements of the Foundation Phase. They work well together to plan a range of activities that interest and motivate the children to learn successfully. There is a good balance between adult directed and child led activities. Adults are good models and this supports the development of children's thinking and communication skills well. Relationships between adults and children are very positive and this supports the warm and relaxed ethos in the setting. Children get on well together and behave well. Practitioners are confident to allow children opportunities to develop their independence. For example by allowing resources to be used in other areas to enhance the children's play.

Staff know the children well. They keep detailed records of individual progress through leading focus activities and recording incidental observations of children's

learning and achievements. These observations feed into the children's individual portfolio to build a clear picture of their achievement and of what they need to do next. Regular coffee mornings and open evenings give parents an opportunity to view their child's learning profile in order to know how well they are doing.

Care, support and guidance: Good

Learning experiences promote the children's personal and social development well. Practitioners positively promote an ethos of care and respect for one another and as a result, children's behaviour is good. The playgroup actively promotes the health and wellbeing of the children. There are daily opportunities for children to take physical exercise and to choose from a selection of healthy foods at snack time. Children are encouraged to become independent in their own care and learning, for example at snack time they pour their own drinks and help themselves to snack items. The setting pays good attention to sustainability. The children scrape their left over food into a food waste bin and most know that they are recycling. They also recycle paper and cardboard, which they try to reuse for craft.

The setting has good provision for ensuring children's spiritual, moral, social and cultural development. Children have good opportunities to experience awe and wonder such as when they watch their pet land snail eating the fruit and vegetables they feed it.

The setting does not have any children with identified additional learning needs but there are good procedures in place to provide early identification and support. The setting's arrangements for safeguarding children meet requirements and give no cause for concern.

Learning environment: Good

The setting has a warm and welcoming ethos. Children are happy and practitioners ensure they feel valued and safe. Staff know them well and celebrate their individuality. All children have equal access to the curriculum. The ample supply of good quality resources indoors are clearly labelled and easily accessible to the children. Children show their sense of responsibility when they help to tidy up at the end of a session making sure everything goes back to its proper place.

The outdoor area is safe and secure and laid out with the different areas of learning to reflect those indoors. Children have full access between indoors and outdoors during free play and staff ensure they supervise the areas effectively.

Visits into the local area and visitors to the setting give children an understanding of the community in which they live. Practitioners further enrich children's learning with attractive indoor displays of recent examples of the work the children have been doing.

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

Leadership: Good

Despite the fact that the pre-school team is relatively new due to a recent move away by a previous staff member, the setting leader has successfully developed an effective team of practitioners who understand their roles and work well together. New staff have adapted well to the routines of the room and already know the children from working with them in the younger age groups. There is a very positive ethos and a real commitment to provide the best for the children in their care.

The nursery manager conducts annual appraisals with all nursery staff including the pre-school. Practitioners complete a self-assessment form and discuss their strengths and areas for improvement to identify any necessary training. In addition, as part of the nurseries staff improvement plan, practitioners carry out peer observations within the room twice a term. These provide good opportunities to observe one another's good practice.

The setting has addressed local and national priorities appropriately, such as ensuring an emphasis on literacy and numeracy, encouraging healthy eating, and taking appropriate exercise.

Improving quality: Good

The setting makes good use of the local authority's self-evaluation procedures to identify their strengths and useful areas for development. Setting leaders use the information constructively to identify priorities for improvement, which they include in suitable action plans. They monitor progress regularly, and provide practitioners with useful feedback on agreed priorities, such as their improved use of Welsh when welcoming children in the morning. Leaders involve practitioners appropriately in the self-evaluation process and consult parents and carers regularly through annual questionnaires. This has led to suitable improvements in provision and children's standards over time. For example, the setting now provides a variety of ICT resources to help children develop their skills, and has improved opportunities for them to learn about sustainable development through recycling waste food, paper and cardboard.

The setting has made appropriate progress in addressing the recommendations from the previous inspection.

Partnership working: Good

The setting works productively with a range of partners who contribute effectively to the quality of provision and children's wellbeing.

Practitioners provide parents with a good range of information that enables them to understand how their child is progressing. They invite parents and carers to coffee mornings and open evenings during the year when they are able to view their child's work, look through their personal profile and talk to the practitioners who work in the

setting. A regular newsletter keeps them informed about the themes the children are working on and any opportunities to provide items to enhance children's learning experiences. When their children move on to the next stage of their education, parents receive a summary report of their child's progress and a Learning Journey scrapbook that charts their child's time in the nursery. Parents particularly appreciate this long-term record.

Good links with the schools to which the children transfer ensure the children have a smooth transition when they leave the setting. Teachers from the primary schools come to visit the children that will be moving to their class and spend time in the setting talking to the children and discussing with practitioners. The partnership with the local authority link teacher is beneficial. Practitioners value her support and advice, which has had a positive impact on continuing improvement in the setting.

Resource management: Good

The setting manages the deployment of practitioners well. There are sufficient qualified staff for the numbers of children to implement all areas of the Foundation Phase successfully. Staff deploy themselves effectively during the sessions to support the children in their learning. Resources are readily available and children know where to access equipment independently during free play sessions. Practitioners ensure that their professional skills are up to date by attending training courses.

The overall management of the budget is the responsibility of the owner. The nursery manager receives a budget and petty cash. Nursery staff, including those in the pre-school room, regularly supplement the budget by raising funds for specific needs. In view of the effective provision and leadership, the setting provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the setting.	10	8 80%	2 20%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		80%	20%	0%	0%		
My child likes this setting.	10	9 90%	1 10%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r lleoliad hwn.
		85%	15%	0%	0%		
My child was helped to settle in well when he or she started at the setting.	10	8 80%	2 20%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn y lleoliad.
		86%	13%	0%	0%		
My child is making good progress at the setting.	9	8 89%	1 11%	0 0%	0 0%	1	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		81%	18%	0%	0%		
Children behave well in the setting.	10	5 50%	5 50%	0 0%	0 0%	0	Mae plant yn ymddwyn yn dda yn y lleoliad.
		72%	27%	0%	0%		
Teaching is good.	9	8 89%	1 11%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		81%	19%	0%	0%		
Staff treat all children fairly and with respect.	9	7 78%	2 22%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		84%	16%	0%	0%		
My child is encouraged to be healthy and to take regular exercise.	9	6 67%	3 33%	0 0%	0 0%	1	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		76%	23%	0%	0%		
My child is safe at the setting.	10	9 90%	1 10%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn y lleoliad.
		85%	15%	0%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	9	6 67%	3 33%	0 0%	0 0%	1	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		72%	27%	1%	0%		
I am kept well informed about my child's progress.	10	6 60%	4 40%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
		63%	30%	5%	1%		mhlentyn.
I feel comfortable about approaching the setting with questions, suggestions or a problem.	10	8 80%	2 20%	0 0%	0 0%	0	Rwy'n teimlo'n gysurus ynglŷn â gofyn cwestiwn i'r lleoliad, gwneud awgrymiadau neu nodi problem.
		80%	18%	1%	0%		
I understand the setting's procedure for dealing with complaints.	9	7 78%	2 22%	0 0%	0 0%	1	Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion.
		66%	31%	3%	1%		
My child is well prepared for moving on to school.	10	7 70%	3 30%	0 0%	0 0%	0	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol.
		74%	25%	1%	0%		
There is a good range of activities including trips or visits.	8	2 25%	3 38%	3 38%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		64%	32%	4%	1%		
The setting is well run.	9	9 100%	0 0%	0 0%	0 0%	1	Mae'r lleoliad yn cael ei redeg yn dda.
		82%	17%	1%	0%		

Appendix 2

The inspection team / reporting inspector – delete as appropriate

Mrs Mary Elspeth Dyas	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.wales)

Glossary of terms

Areas of Learning	<p>These are the seven areas that make up the Foundation Phase curriculum in English-medium settings. (Welsh-medium settings are not required to teach Welsh language development as this is already the language of the setting.) The Areas of Learning are as follows:</p> <ul style="list-style-type: none"> • personal and social development, wellbeing and cultural diversity • language, literacy and communications skills • mathematical development • Welsh language development • knowledge and understanding of the world • physical development • creative development
CSSIW	<p>Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.</p>
Early Years Development and Childcare Partnership (EYDCP)	<p>This local authority partnership approves settings as providers of education. It also has the power to withdraw funding from settings which do not comply with the partnerships conditions of registration.</p>
Foundation Phase	<p>The Welsh Government initiative that aims to provide a balanced and varied curriculum to meet the different developmental needs of young children from 3 to 7 years of age.</p>
Foundation Phase child development assessment profile (CDAP)	<p>Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.</p>
Local authority advisory teacher	<p>These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.</p>
Mudiad Meithrin	<p>A voluntary organisation, which aims to give every young child in Wales the opportunity to benefit from early years services and experiences through the medium of Welsh.</p>

Professional Association for Childcare and Early Years (PACEY)	This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.
National Day Nurseries Association (NDNA)	This organisation which aims to improve the development and education of children in their early years, by providing support services to members.
Wales Pre-school Providers Association (WPPA)	An independent voluntary organisation providing community based pre-school childcare and education.