



## Inspection Report

**Daisy Chains Nursery**

**53 Marine Road  
Prestatyn  
LL19 7HA**



**Date Inspection Completed**

31/01/2024

**Welsh Government © Crown copyright 2024.**

*You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)  
You must reproduce our material accurately and not use it in a misleading context.*

## About Daisy Chains Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Daisy Chains Prestatyn Limited
Registered places	37
Language of the service	English
Previous Care Inspectorate Wales inspection	24/ 3/ 2020
Is this a Flying Start service?	
Does this service promote Welsh language and culture?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

<a href="#"><u>Well-being</u></a>	<b>Excellent</b>
<a href="#"><u>Care and Development</u></a>	<b>Excellent</b>
<a href="#"><u>Environment</u></a>	<b>Excellent</b>
<a href="#"><u>Leadership and Management</u></a>	<b>Excellent</b>

For further information on ratings, please see the end of this report

## **Summary**

Children are highly active and curious learners and enjoy making choices about what they want to play with. Interactions between children and those caring for them are exceptionally good. Children are highly interested and keenly engaged in their activities. Children's opinions and interests are extremely valued and acted on. They have high levels of confidence and independence and learn through a range of interesting experiences.

Staff focus exceptionally well on the interests of the child, their individual needs and development. They are completely led by children's choices and decisions. They nurture the children's play highly effectively. Staff interact highly positively demonstrating warmth and kindness. They are highly skilled and sensitive communicators.

Leaders ensure the environment is welcoming and relaxing. Nearly all resources are natural which promote children's play and learning and develop their natural curiosity highly effectively. Staff care for children in a highly stimulating well laid out environment with exceptionally interesting and authentic resources. These are very effective in developing children's social, physical and creative skills. They ensure hazards and risks are monitored and managed well.

Leaders are exceptionally proactive and continue to have an extremely clear vision for the service. This emphasises a high-quality child centred approach, and the active promotion of children's development. Leaders have created a highly positive ethos and established a strong team of staff who are well supported and have clear roles and responsibilities. There are highly effective partnerships which benefit the children and their families.

Children are highly active and curious learners and enjoy making choices. They move around the natural resources and activities freely, choosing for themselves what they want to play with or what they want to do, such as making bird feeders. They decide when spilt seeds need to be swept up and find a brush and dustpan. They are busy and have fun following their own interests, for instance, a couple of children enjoy looking at books 'reading' to each other. Children speak confidently and even the youngest make their needs known as they know staff will listen to them. They come and tell us their names and proudly show what they are doing, explaining the process with their own words and actions.

Children are familiar with the daily routine, and this gives them a sense of security. They are happy and settled and have formed warm relationships with staff and each other. Children settle well and feel secure and confident. They are happy to approach staff for a cuddle and reassurance or to proudly show what they have made. Children respond exceptionally well to positive words of encouragement. They interact positively and practice using good manners. They are respectful and help one another to tidy up their equipment carefully. Children co-operate and listen to instructions well. They are forming friendships and enjoy playing together.

Children are busy and enjoy choosing what they want to play with. Babies are highly confident explorers trying new things, such as finding out what is behind the bubble light. Older children like mixing paint on their hands and discovering different colours. Children are developing their learning highly effectively and enjoy using their senses. Children like creating and follow the process of dough making, they show delight putting their hands into the flour ready to mix it with oil. They have fun working together sharing utensils and taking turns. They mix and pour and when the colour they have chosen is added, smile and giggle. Even the very youngest children concentrate exceptionally well, and we saw six babies sitting and listening mesmerised, to a story. Other children stop what they are doing and take time to listen too, dipping in and out of the story as they play.

Children enjoy a good range of play and learning experiences that help develop their skills. They do things for themselves with highly positive encouragement from staff such as using the painting station when they want to paint selecting their own paper. They go to the bathroom and are keen to wash their hands after painting. Children are encouraged to do things for themselves, such as making their own play dough where they laugh and jump on the spot with excitement. They try to remember the ingredients. Children are starting to take responsibility for their environment and recycle paper. They use their garden daily to develop imaginative play and physical skills. Children have good opportunities to develop socially as they go out into the local area. This helps them to gain a sense of belonging and promotes their independence.

Staff understand their responsibilities to keep children safe and healthy. Staff are very familiar with the procedures to follow with any child welfare concerns. Accidents and incidents are recorded, and parents sign to acknowledge such events. Staff ensure regular safety checks are undertaken including risk assessments and fire drills. Staff ensure children wash their hands, such as when coming in from being outside and before eating. They follow good hygiene practices by wearing aprons and gloves as they serve meals that children enjoy.

Staff interact highly positively demonstrating warmth and kindness and are completely led by children's choices and decisions. They nurture the children's play highly effectively. Staff simply suggest and facilitate and provide unlimited resources and leave it to the children to decide what to create and how to do it. This approach works exceptionally well as the possibilities and learning opportunities are endless for the children. Staff sit on the floor to be always at the children's level. They are highly skilled and sensitive communicators who nurture the children's feelings as an integral part of their play. Staff frequently praise children for doing well, and for being kind and thoughtful which made the children feel happy. They are consistently responsive to children and full of fun when the children's hands are covered in paint. Staff enjoy an outstanding relationship with children in their care and focus exceptionally well on the interests of the child, their individual needs and development.

Staff ensure children have easy access to a good range of interesting resources that develop their skills. They ask children lots of questions to develop curiosity and encourage their thinking skills saying 'What do you think will happen next?' They introduce teaching moments such as 'Can you hear the wind?' or show children how to knead the dough. Staff and children decide together if their hands are clean. When children decided they were, staff went through all the activities they had enjoyed earlier and asked again 'Do you think they are clean?' Children decided themselves they needed to wash them because their hands had lots of fun. Staff know the children well and chat about homes and families showing great interest, promoting a feeling of belonging highly successfully. Staff encourage children to learn and invite children to play. Staff gently intervene to help a child to hold their bottle steady as they pour oil. They help children to think creatively. Staff join in games when invited amid much excitement and laughter. Staff take account of current thinking exceptionally well and thoughtfully include resources and loose parts in line with children's interests. This ensures a high level of flexibility and reflects children's choices and ideas. Staff use lots of Welsh with the children including the babies and encourage them to use simple words and phrases. Records contained all information about the children prior to them attending so this allows staff to plan highly effectively to meet children's individual needs.

The environment is light, bright, and extremely well maintained throughout. Leaders provide an exceptionally safe and clean environment where children can play and learn highly positively. The main doors are locked, visitors provide identification, and sign in and out of the setting. Risk assessments outline any potential hazards to children and measures are in place to manage these effectively. Leaders also have daily checklists to ensure areas are safe before the children arrive to play. They make sure everyone understands their responsibilities in relation to the safety and welfare of children. Staff supervise children well during their activities and cleaning routines and hygiene practices ensure children are kept safe. There are suitable facilities including storage, toilets and nappy changing areas.

Base rooms, a garden and outdoor classroom are full of interesting and exciting resources including loose parts which children can access themselves and develop their play highly effectively. A 'Hygge' (Danish for providing a warm atmosphere) ensures a calm tranquil space with soft lighting where children have excellent opportunities for special one to one time with staff. Small groups of children can look at books in a cosy den or have a story. Children decide how much lighting they want and use torches to discover and explore when the room is dark, making an enchanted experience. A small wild area enables children to develop their curiosity and learn effectively about insects and their habitat. Highly attractively organised areas with soft lighting are set out with nearly all natural and recycled materials and children move freely extending their creative ideas and problem-solving skills. Staff change the layout of rooms according to the individual needs of the children. Storage is good and often exciting such as sand accessible from a suitcase. Furniture of different sizes means children can work at different levels and enjoy playing and sitting where they feel most comfortable with their friends.

Resources enhance children's curiosity and imagination and promote children's learning highly successfully. These include real life dressing up clothes, scarves, hats and shoes. recycled reels, pallets, and planks as well as drainpipes. There are natural and life size equipment such as metal pans for the kitchens. The outdoor areas offer space for children to play and explore. There are a range of ways to help develop children's independence skills. For example, aprons are there for children to easily access and put on themselves. Staff organise the resources well, storing boxes on low shelves for children to help themselves and develop their play how they want to. The result is a relaxing, calm environment with happy, busy children. There are exciting visits to parks and the beach and other places of interest which provide good opportunities for play and developing different skills. Staff raise children's awareness about the world around them by providing a range of resources and activities which reflect diversity and a wider society. There are excellent opportunities for children to practice using their senses, introducing herbs into their play and planting and sometimes eating the fruit and vegetables they have grown.

Leaders manage the setting exceptionally well with setting and business managers. They provide excellent outcomes for children. The setting's statement of purpose provides parents with plenty of detailed information to help them decide whether the service will meet their, and their child's needs. Leaders have an exceptional understanding of their role and regulatory responsibilities. They have an extremely clear vision and way forward. Leaders have a broad range of clear and informative procedures which staff follow very effectively to ensure they provide the best care for children within a safe and inclusive environment.

Leaders put children and their families at the heart of everything and this is highly commendable, for example different approaches are well integrated into the children's learning so they learn and understand by finding out. Care is exceptionally well organised, being both flexible and dependable for parents. The nursery is constantly evolving to reflect best practice and current thinking which emphasises a high-quality child centred approach and partnership with parents. Leaders and staff are exceptionally well motivated and committed to improve the service they provide.

Regular meetings are held with staff, which identify training needs and provide opportunities to discuss any issues arising. New staff are well supported with a mentor and buddy. Staff are exceptionally well deployed and have clear roles and responsibilities such as health and safety within the service. As a result, staff are highly valued, very competent, enthusiastic, and well supported by very approachable, innovative thinking leaders. There is an effective and well-established programme of professional development which helps staff to improve their knowledge and practice and improve outcomes for children with some of the most up to date thinking. There is an employee of the month scheme and staff have previously been on team building sessions and as a result work highly effectively with each other. Staff feel valued and enjoy working in the setting.

There is an excellent partnership with the parents. Staff spoke in a very friendly way to parents when they arrived at the nursery. Parents have plenty of time to hear and discuss what has happened during the day and a high level of detail is also given to parents each day through an app. Leaders provide an exceptionally high level of information about the setting which also includes a lovely bag with tea and a chocolate to help parents relax when they first leave their child. Leaders spoke of how they work with parents to identify children's needs and preferences and explained how they have supported them with additional advice and support from agencies such as Speech and Language, to provide the high level of individual care each child deserves.



### Summary of Non-Compliance

Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people’s well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

### Priority Action Notice(s)

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

### Area(s) for Improvement

Regulation	Summary	Status
------------	---------	--------

N/A	No non-compliance of this type was identified at this inspection	N/A
-----	--	-----

Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

National Minimum Standards	
Standard	Recommendation(s)
	No NMS Recommendations were identified at this inspection

Ratings	What the ratings mean
<b>Excellent</b>	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children’s well-being.
<b>Good</b>	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
<b>Adequate</b>	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
<b>Poor</b>	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children’s well-being. Where services are poor we will take enforcement action and issue a non-compliance notice.

### Was this report helpful?

We want to hear your views and experiences of reading our inspection reports. This will help us understand whether our reports provide clear and valuable information to you.

To share your views on our reports please visit the following link to complete a short survey:

- [Inspection report survey](#)

If you wish to provide general feedback about a service, please visit our [Feedback surveys page](#).

**Date Published** 10/04/2024