

# Daybreak Nurseries

Inspection report for early years provision

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**Unique reference number** EY410094  
**Inspection date** 25/02/2011  
**Inspector** Sheila Harrison

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**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Daybreak Nursery opened in 2010 and is one of three nurseries in the chain operated by Daybreak Nurseries Ltd. It operates from purpose built premises in the grounds of Shepherd JMI School in Rickmansworth, Hertfordshire. The setting serves the local area. The setting has sole use of the main nursery building with shared use of another building that will be used for pre-school provision for children over 3 years. The setting is accessible to all children and there is a fully enclosed area available for outdoor play.

The setting opens Monday to Friday all year round. Sessions are from 7.30am until 7pm. Children are able to attend for a variety of sessions. The setting is registered on the Early Years Register. A maximum of 56 children within the early years age range may attend the setting at any one time. There are currently 41 children attending who are within the Early Years Foundation Stage. The setting is also registered on both the voluntary and compulsory parts of the Childcare Register to care for children aged over five years to eight years, however, this is currently not in operation. The setting provides funded early education for three and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs 11 members of childcare staff. Of these, one member of staff holds an appropriate early years qualifications at Level 2 and six at Level 3. Two staff have an early years degree and, in addition, are working towards Early Years Professional Status. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall, children make sound progress towards the early learning goals in this friendly and welcoming setting. Careful monitoring of children enables staff to tailor most learning experiences to suit their needs. Well-established partnerships with parents and links with some outside agencies ensure children's welfare and learning are met. Staff members effectively carry out policies and procedures designed to protect children from harm and to support their well-being. Positive steps have been taken to improve practice and raise standards. There is an adequate commitment by the manager and the staff team to maintain continuous improvement through self-evaluation and training.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- maintain a regular two-way flow of information with providers who also deliver the Early Years Foundation Stage
- review the routines and deployment of staff to ensure that every child

receives an enjoyable and challenging learning experience that is tailored to meet their individual needs with regard to the daily routine and ensuring children's play is supported and extended

- review planning and accessibility of resources to promote positive attitudes to diversity, helping children to learn to value aspects of their own and other people's lives.

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

Arrangements for safeguarding children are regularly reviewed. Sound systems are in place for identifying children at risk and liaising with the appropriate agencies, helping to protect the children who attend. Recruitment, vetting and induction procedures are robust and ensure adults working with children are suitable to do so. Children's safety is assured through effective implementation of risk assessments and health, hygiene and safety policies.

The managers are motivated to seek further improvement and are effective in focusing the setting's efforts on priorities. Staff have a sound understanding of the Early Years Foundation Stage and are eager to improve their skills through training. Their contributions at team meetings are valued and they have begun to use the Ofsted self-evaluation form to help guide their improvements for the setting. The environment is conducive to learning, safe and well cared for. The accommodation is fit for purpose. Staff are suitably deployed ensuring all children are fully supervised and ratios are maintained. However, at times during the day children are not purposefully engaged in their play and learning and their independence is not fully promoted.

Staff identify a child's need for additional support as early as possible. They share information and records with colleagues, parents and, where appropriate, with interagency teams to ensure that each child gets the support he or she needs. The setting adequately promotes equality and diversity and tackles unfair discrimination. A member of staff brings her skill in German to the setting, helping children to learn about another language. There are some resources to depict positive images of others and art activities linked to festivals although the staff do not fully exploit their skills to promote their culture and that of the children and others within the community.

Partnerships with parents and carers are well-established. There is a suitable two-way flow of information, knowledge and expertise. There are clear and accessible channels for parents and carers to communicate with the setting and some general strategies to help parents support their child's learning. Staff are available to show parents their child's learning journey on request and at parents evenings. However, there are yet to be secure links with the other settings that the children attend limiting the consistency of care and learning.

## **The quality and standards of the early years provision and outcomes for children**

Children's health is well promoted. They have good opportunities to exercise in the fresh air. Children's physical skills are encouraged, as after achieving the activity of jumping into the hoops laid on the playground, staff then suggest to children that they try to hop. The staff demonstrate this skill and support the children to achieve this stage of development. Children use their own initiative to explore the properties of a slope on a larger scale as they pull the sit and ride toys to the top of the small slope in the garden and watch them roll back down again. They are given an opportunity to repeat this activity and consolidate their learning. Children's understanding of safety issues is demonstrated through their play as they recognise and confidently talk about dangers and how to keep themselves safe. For example, staff support their understanding of road safety and children explain the reason why they must not walk behind the swings when visiting the park.

Children have many valuable opportunities to discuss the significance of healthy eating. They can independently access the water cooler and are helped to serve their own lunch although they are not fully encouraged to take responsibility within the setting as they do not lay the table or hang their own coat on their peg. The staff are vigilant to ensure that children's allergies are taken into account. For example, there are some strategies in place such as using individual table mats detailing children's likes, dislikes and allergies. However, these are not fully in place during the settling-in period. Suitable hygiene routines ensures children are protected from the spread of infection.

Children and babies are mostly secure in the setting and are beginning to display a sense of belonging. Staff warmly describe aspects of their 'key' children's development and nature. Children are making sound progress in their learning and development. Children and babies are beginning to develop their early fundamental skills and explore their surroundings with curiosity and interest. Staff provide mats and all-in-one suits for babies and young children to enjoy the outside area. Children learn to care for other living creatures as they look after the African Land Snails. They know about the conditions the snails require, such as mud but not puddles, and how to handle them safely and with comfort. Children relay information confidently. For example, they know that snails like to be held on a wet hand. Staff plan activities linked to children's interest. They assess children's learning well. 'Learning journeys' show children's achievements. Next steps in learning are clearly identified for each child and inform the planning. Children are beginning to make choices as they ask the member of staff to put on a favourite story compact disc and the children confidently follow the story in the accompanying book.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met