

# Daisy Fays Nursery

Carnon Downs, TRURO, Cornwall, TR3 6JG

## Inspection date

Previous inspection date

04/10/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- Children are happy and settled as they are very well supported by an attentive and caring staff team
- The nursery environment is welcoming, fully inclusive, enabling, safe and secure
- Strong and positive relationships with parents result in good levels of information being shared on a very regular basis
- The key person system is implemented well to ensure that children's individual needs are successfully identified, respected and met
- Leadership and management are effective in promoting a culture of high expectation, aspiration and achievement for both adults and children
- The staff team are competent in planning a broad and balanced curriculum which successfully promotes children's learning and development
- Children are fully engaged in enjoyable and worthwhile activities, which are influenced by their individual interests, preferences and abilities

### It is not yet outstanding because

- The range of resources and visual aids do not fully reflect the diverse range of people in the local community and wider world
- The nursery provision is relatively new and although the registered person has already made significant progress, she has not yet had sufficient time to fully implement the

plans for enhancing the outdoor play area with additional resources, introducing nursery pets and enabling free-flow for children to the outdoors at all times.

### **Information about this inspection**

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

### **Inspection activities**

- The inspector examined documentation including a representative sample of children's records, development plans and staff suitability records.
- The inspector and manager undertook a joint observation of a teaching activity.
- The inspector observed children's play and staff interaction, indoors and outside.
- The inspector talked with staff, parents and the registered person, and held discussions with the manager.

### **Inspector**

Jayne Pascoe

### **Full Report**

#### **Information about the setting**

Daisy Fay's Nursery is privately owned. It opened in 2011 and operates from the ground floor of a detached, two storey building. Children have use of three large play rooms, toilet facilities and a sleep room. The premises also offer a nursery kitchen, staff kitchen, staff toilet facilities and office area. There is a fully enclosed outdoor play area to the rear of

the premises. The nursery is situated in the village of Carnon Downs, near Truro, in Cornwall. It is open each weekday from 8am to 6pm for 50 weeks of the year. The nursery is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. There are currently 75 children in the early years age group on roll, some are in part-time places. Of these, none currently receive funding for nursery education. The nursery has recently become accredited to provide places for funded children. Two children also attend other early years settings. The setting supports children with English as an additional language.

There are nine members of staff working with the children, all of whom hold appropriate early years qualifications to at least a NVQ level 2. There are five members of staff who are qualified to a level 3, one is qualified to a level 4 and one to a level 5. Two members of staff are currently completing their level 3.

### **What the setting needs to do to improve further**

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

- extend the range of resources and visual aids which promote a positive awareness and understanding of diversity and difference

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children and parents are warmly welcomed into the nursery by a friendly and enthusiastic staff team. Good levels of information are shared very regularly, which successfully reinforces the promotion of children's welfare, learning and development. Children eagerly enter the nursery, seek out their key person and separate easily from their parent. Parents leave the setting with the reassurance that their children are happily engaged in purposeful play and are supported by attentive and competent adults. Staff are deployed effectively to meet the needs of the range of children attending and are designated specific responsibility according to their expertise. They work exceedingly well together as a team, which impacts positively upon children, who show high levels of confidence, a strong sense of belonging and rapidly increasing levels of independence.

Children are very curious and inquisitive to learn. They explore their environment eagerly and make independent choices to select favourite toys, books and equipment. Children enjoy the active involvement of adults in their play. They benefit from the skilful interaction of staff who offer high levels of praise and encouragement and introduce appropriate levels of challenge. For example, whilst exploring the role of a doctor, children are encouraged to show empathy for others, take responsibility for identifying parts of the body, suggest health problems and develop strategies to treat them. Staff demonstrate good methods of teaching as they skilfully use puppets, musical instruments and sensory

play to enhance children's enjoyment of routine activities. They use signing as an additional form of communication at group singing time, which successfully enables very young children who have not yet developed their vocabulary to be included. Children with an additional language are well supported, as staff value this skill and are keen to promote it to the benefit of all.

Staff promote children's health and safety very well through ongoing purposeful discussion and established daily routines. Good systems are in place to ensure that adults working with children are checked for suitability, are appropriately qualified and experienced and receive ongoing support. Effective systems are in place for the assessment of children's learning and development, which show that all children are making good levels of progress. Good levels of information are shared to establish children's abilities and interests on entry to the setting. This information is used effectively by staff who help children to settle and develop essential skills. For example, a sensory 'bubbles and water' play activity is provided, which is successful in encouraging children who are new to the setting to interact with others and develop friendships. Parents are actively encouraged to support children's learning through regular use of 'WOW' cards, with which they can share and celebrate children's achievements at home. Planning shows that a broad and balanced range of activities offer children a variety of activities across all areas of learning. A cycle of learning is maintained as staff successfully link children's individual areas for development to future planned activities.

### **The contribution of the early years provision to the well-being of children**

The professional and experienced staff team successfully promote children's sense of self worth. They know children very well and respect and value their unique qualities. As a result, children move freely and confidently to select favourite toys, make independent choices, ask for assistance and share ideas. The nursery environment is well organised to enable children to help themselves to equipment, which is stored in attractive coloured plastic boxes on open shelving. Children's strong sense of belonging is enhanced further, through the wonderful displays of their art work which adorn the walls. Daily routines for toileting, hand washing, fresh air, physical exercise and healthy eating promote children's good health. Parents provide very positive feedback about the nursery lunches. They explain that children particularly enjoy these meals, eat heartily and willingly sample foods that they may not necessarily be prepared try at home. A healthy selection of snacks is provided throughout the day which includes fresh fruits, vegetables, bread sticks and malt loaf.

All of the children attending the nursery are exceptionally settled and content. Many are young babies and staff are very capable in meeting their individual needs promptly and successfully. The atmosphere in the nursery is calm, homely and relaxed. Staff support children very well and are confident and competent in their individual role and responsibilities. Children communicate their needs very effectively through facial expression, body language and rapidly emerging vocabulary. Adults are highly attentive and responsive which reinforces children's emotional well-being. Children have formed secure emotional attachments to their key person, who they seek out when they are tired

or hungry, confident in the knowledge that their needs will be met promptly. In return they receive reassurance and cuddles from kind and attentive staff. Adults are good role models who promote high standards of behaviour. As a result, children are well-behaved, kind to others and display good social skills. They are developing the ability to share, cooperate and negotiate with others in order to maintain harmonious play.

The environment is stimulating and generally very well-resourced. However, there are insufficient visual aids and resources with which to promote children's positive awareness and respect of people's differences. The abilities of the range of children attending differ greatly, as some are only just mobile whilst others are moving capably and are developing their fine motor skills. The staff team plan the daily routine well to successfully meet the needs of all the children attending. Staff demonstrate great skill in teaching children how to keep themselves safe and manage risk, as they explore the indoor and outdoor environment. They ensure that children have regular opportunities to interact at appropriate times during the day. As a result, children benefit from use of safe and suitable toys and resources and are able to join-in whole group activities. They are provided with appropriately challenging opportunities for learning by adults, which enable them to make good progress in relation to their individual starting points. Effective systems are in place to prepare children for transitions and to maintain continuity of care and learning for children who attend another early years setting.

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

The nursery staff team are appropriately qualified, experienced and knowledgeable. They demonstrate a secure understanding of the Early Years Foundation Stage requirements in safeguarding, welfare, learning and development. Robust recruitment and induction procedures are followed. Regular staff appraisals are in place for monitoring the ongoing suitability of staff and assessing future development needs. Adults working with children are checked for their suitability. The designated child protection officer is appropriately trained and all staff are familiar with the local safeguarding procedures. Most staff have completed paediatric first aid training and are therefore able to treat minor injuries if required. Risk assessments are thorough and used effectively to maintain a safe, suitable and enabling indoor and outdoor environment for the range of children attending.

Nursery practice is underpinned by a good range of written policies and procedures, which are shared and agreed with parents. There is a clear management structure in place and all staff are provided with good levels of supervision. Questionnaires and daily discussions with children and parents are used to monitor and evaluate the effectiveness of the nursery provision. The positive partnerships with parents and other early years agencies make a strong contribution to meeting children's needs.

The enthusiasm and professionalism of the nursery staff team is a key strength of this early years provision. They plan very effectively to provide a wide range of enjoyable and challenging experiences for children. They understand how children learn and are skilful in their ability to use a variety of interesting methods, such as use of puppets, when

engaging in role play as 'doctors'. The assessment systems used give consistency across the setting to monitor the progress of all children and good record keeping promotes continuity in children's care and learning.

The registered person demonstrates a capacity to drive continual improvement. The nursery has only been open for a short time and it already provides a high quality provision. Plans to further enhance the outdoor play area are well underway, with the recent addition of a grassed area which will be used for planting and growing fruit and vegetables and for keeping small animals such as guinea pigs. The registered person also intends to secure a suitable area which will enable free-flow for children to the outdoors. These plans are a direct result of the recognition of the number of children who show a preference for learning in the outdoor environment.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.

Not Met

The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

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.

## Setting details

<b>Unique reference number</b>	EY427942
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	776936
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	36
<b>Number of children on roll</b>	75
<b>Name of provider</b>	Daisy Fays Nursery
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07921389387

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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