

# Daisy and Jake Day Nursery

106 Upton Road, MORETON, Wirral, CH46 0SF

<b>Inspection date</b>	17/04/2013
Previous inspection date	03/11/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 confident, happy and settled in the relaxed and friendly atmosphere of the nursery. They form very good relationships with staff, who ensure that their well-being, safety and individual needs are well-met.
- The inspiring leadership and management of the nursery contributes significantly to the good achievements of the children.
- The nursery has effective arrangements for helping children to settle when they first attend. Key persons support each stage of children's development, planning well for their transitions between rooms within the nursery and for their next stages of learning.
- The excellent relationships that staff have with parents and carers means that, together, they support children's well-being extremely well.
- The effective monitoring of staff ensures that the nursery's policies and procedures are consistently implemented. Staff skills are regularly updated through professional training and regular supervisions.

### It is not yet outstanding because

- There is scope to enhance children's independent and self-help skills during mealtimes.
- The organisation of mealtimes sometimes results in older children having to wait for lengthy periods of time. As a result, some children become disengaged.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in the nursery rooms and in the outdoor areas.
- The inspector looked at children's records, learning journals, planning documentation, staff qualifications and suitability documentation.
- The inspector held meetings with the director, manager and deputy and spoke to members of staff and children during activities.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to parents on the day of inspection.

## Inspector

Andrea McGanity

## Full Report

### Information about the setting

Daisy and Jake Nursery is one of three nurseries owned by a private company. It was registered in 2008 and is on the Early Years Register. It is situated in a purpose built premises in the Moreton area of the Wirral. The nursery serves the local area and is accessible to all children. It operates from five rooms, three on the ground floor and two on the first floor. There is a lift to access the first floor and a fully enclosed area available for outdoor play.

The nursery employs 33 members of childcare staff. Of these, 26 hold appropriate early years qualifications at level two and above, including two with Early Years Professional Status, one with Qualified Teacher Status and three who hold an Early Years Degree. The nursery also employs four ancillary staff.

The nursery opens Monday to Friday all year round with the exception of bank holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 205 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

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

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

- enhance the organisation of mealtimes to give children greater opportunities to pour their own drinks and serve their own food, to support their independence skills
  
- review the routine of mealtimes to improve children's engagement.

## Inspection judgements

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

The nursery is well organised and teaching is good because the staff have an informed knowledge about how children learn and develop. Staff plan well for children's future learning by using their observations of the children and information they gain from parents when children first start. This helps them to gain an idea of the children's individual starting points and plan for their next steps of learning. The staff team show enthusiasm in their work, which encourages and motivates children to feel comfortable and try out new things as they feel able. Regular planning and monitoring across the seven areas of

learning ensures all aspects are sufficiently included throughout the nursery. Staff are effective in carrying out observations, drawing out the next steps to promote children's development and incorporating these into the planning of activities. As a result, children are working comfortably within the typical range of development expected for their ages. This means they are gaining the necessary skills in readiness for school when the time comes.

The educational programme is well balanced and implemented successfully by staff. They use effective techniques to extend and challenge children's thinking. Staff model good vocabulary and give children time to think. For example, young children go on a bug hunt and use magnifying glasses to find bugs and spiders. Staff play alongside children, chatting enthusiastically about how the spider makes a web. Children benefit from animated staff interaction, which motivates them to learn. Older children are keen to sit and listen, both at story time and at whole group sessions. They confidently tell staff what the weather is like today, and find the words to complete the calendar and weather chart. Staff are good at helping children learn together and from each other. Children write purposefully for many reasons indoors and outside. Staff support older children in writing their names correctly through sounding and writing letters correctly to label their work. Younger children have good opportunity to play with mechanical toys, to explore sound, light and movement. Older children access the computer independently. They develop their knowledge of technology as they use simple computer games. Children enjoy regular outdoor playtime to develop their physical skills and health. They create their own imaginative games, run freely, or enjoy playing with the parachute and catching the balls on it.

Children who have identified special educational needs and/or disabilities or English as an additional language are supported very well through individual education plans. Staff show a strong level of commitment to narrowing the gap for such children and ensure they progress well given their starting points and capabilities. This is achieved through individual support when needed. Children have ample opportunities to learn about the wider world through a range of activities. For example, they regularly go on walks to the nearby park, they visit the nearby supermarket and church and babies are taken for walks in pushchairs. Parents are given helpful information about the educational programme and are kept well informed about their children's attainment and progress. Feedback about progress is constant and this helps to ensure parents can take an active role in their children's learning. For example, parents are encouraged to share observations of their child's achievements at home. Consequently, children's learning is effectively promoted in close partnership with parents. The upper pre-school team leader attends local cluster meetings with the local primary schools to share information. School staff come and visit the children in the nursery. This successfully supports children's transitions.

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

Each child's key person is very aware of each child's abilities and which activities they prefer. This enables them to plan further learning opportunities that children enjoy, which in turn, extends their learning. Children form close attachments with staff, which promotes their well-being and healthy emotional development. Babies develop secure, trusting

relationships with staff, who cuddle them when they are tired or upset. Children who are new to the setting settle quickly due to the effective settling-in systems, resulting in children separating from their main carer with ease. Transitions between the nursery rooms are effectively planned for. In the weeks before children are due to move to a new room, they and their key person visit the new room on a number of occasions, acquainting them with their new surroundings and enabling them to get to know the practitioners, children and their new key person. Parents are kept fully informed during this period and are asked their opinion as to whether their children are ready for the move.

Children are well-behaved. There are effective systems in place to support and encourage positive behaviour and self-esteem. Staff act as positive role models and constantly praise children at every level. Children learn good manners and take responsibility for their environment. They help to tidy away toys before going outside. Children respond well to staff instructions and learn to share and take turns in activities. They learn to behave safely, and learn how to keep themselves and others safe. For example, Staff guide children on safe play and how to use equipment safely both indoors and outside to help them learn about staying safe.

Children develop healthy lifestyles as they gain an understanding of the need for physical exercise. Babies have ample space to roll and crawl. Older children demonstrate increasing balance as they walk along the crates. Staff hold the hands of less able children, which sensitively encourages and supports them as they improve in ability and confidence. Children successfully extend their physical capabilities as they manoeuvre sit and ride toys. They delight in making mud pies in the muddy kitchen outside and enjoy mixing the water into the mud. Children's health and well-being is well-supported through the nursery's clear practices. Children enjoy well-balanced and nutritious meals and snacks, freshly prepared by the cook. However, there is scope to involve children more fully in the preparation of these so that their independent skills are further developed. For example, on some occasions children are not given enough opportunity to serve themselves and pour their own drinks. Mealtimes are sociable occasions although, the organisation and timeliness in the older childrens room is not fully effective, resulting in children's social skills not being fully utilised.

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

Leadership and management of the nursery is strong because the management team have a clear vision and strive to provide a quality service. They provide clear leadership and ensure all staff have a good understanding of their responsibilities to meet the requirements of the revised Early Years Foundation Stage. Child protection procedures are robust and safeguarding fully meets requirements. There is thorough induction procedures and good staff supervision. Staff are provided with both external and in-house training to continually update their knowledge. Staff are well qualified and have a positive attitude towards continuous professional development, to benefit the care and support they offer children. There are robust policies and procedures in place, clearly understood by staff and shared with parents.

Regular staff meetings provide good opportunities for the team to review the working practices, and discuss and change any areas that they feel need improving. Staff who attend outside training are encouraged to cascade their knowledge to the rest of the team. The planning and assessment procedures are regularly reviewed to ensure that every child is benefitting from the range of activities offered and to ensure that they are making the best possible progress. Individual children who require additional support are targeted effectively through this process. Documentation and discussions with the nursery's special educational needs co-ordinator show that appropriate interventions have been sought for these children. They are making good progress across all areas of learning and the identified gaps in their learning are closing.

The management and staff are committed to improving the quality and standard of education and aspects of care through continuous self-evaluation. Strengths and weaknesses effectively identified, have a positive impact on children's achievements. Action plans are devised, which drive improvements and identify priorities. Targets for the future are realistic and achievable and include developing the outdoor area and developing a wood for the children to explore in. Parents play a role in this process, by completing questionnaires and verbally discussing the nursery's practices.

Partnerships with parents are good. Parents are provided with a wealth of information, including how staff implement the Early Years Foundation Stage to promote their child's learning. Staff provide displays, newsletters and good daily contact to keep parents informed well. Parental involvement and views are valued. There are strong partnerships with others involved in the children's development. For example, there are good links with local schools and other early year's settings.

## 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 action. 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>	EY373423
<b>Local authority</b>	Wirral
<b>Inspection number</b>	907931
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	105
<b>Number of children on roll</b>	205
<b>Name of provider</b>	Daisy and Jake Day Nursery Ltd
<b>Date of previous inspection</b>	03/11/2008
<b>Telephone number</b>	01516 771008

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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, which are usually the childminder's 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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