

Daisy Fays Nursery & Carnon Downs Pre-School

Carnon Downs, TRURO, Cornwall, TR3 6JG

Inspection date	20/01/2014
Previous inspection date	04/10/2012

The quality and standards of the early years provision	This inspection:	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

- Staff provide a very warm and nurturing environment in which children form close and trusting relationships with them. As a result, children feel safe, secure and explore confidently.
- Children benefit from use of a wide range of high quality resources, which enables them to initiate their own learning.
- Staff are positive role models to children and each other. They work very well as a team.
- There are good staffing levels and staff are well deployed to ensure that children have appropriate support to meet their individual needs. Therefore, children progress well in all areas of learning and development.
- Strong leadership and management systems include robust recruitment procedures. Staff benefit from regular supervision, monitoring and support.

It is not yet outstanding because

- There are fewer opportunities for children to explore a variety of natural and sensory objects to enable them to develop their growing curiosity.
- Although the outdoor play area is generally well resourced, staff do not provide

sufficient opportunities to support the development of children's numeracy and literacy skills outdoors.

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.

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 engaged in discussion with children, parents and staff.
- The inspector viewed the premises, toys and equipment.
- The inspector observed an activity with the manager.
- The inspector observed interactions between adults and children.
- The inspector sampled nursery documentation.

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 playrooms, 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 on the Early Years Register and the compulsory part of the Childcare Register. There are currently 52 children in the early years age group on roll. The pre-school receives funding for the provision of early education to children aged two, three and four years. Some children also attend other early years settings. The nursery supports children with English as an additional language. There are 11 members of staff working with the children, all of whom hold appropriate early years qualifications to at least a NVQ level 3. There is one member of staff qualified to a level 4, one to a level 6 and one holds early years professional status.

What the setting needs to do to improve further

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

- increase opportunities to support young children's curiosity and sensory learning experiences, for example by providing a range of interesting objects of various textures, aromas and shapes in treasure baskets
- enhance opportunities for the promotion of children's literacy and numeracy skills in the outdoor learning environment further, for example through the provision of letters, numbers, signs and symbols.

Inspection judgements

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

Staff have a good understanding of how children learn and develop. They know children well and therefore provide a broad and balanced range of enjoyable activities based on their individual preferences, interests and abilities. This helps children make good progress across all areas of learning. Babies create collage with adult support, they explore activity centres, pulling, pushing and pressing buttons to activate a response. Toddlers move confidently to find favourite toys and books. They share these with their key person, which enhances opportunities for learning and increases their enjoyment. Older children explore the sand using a range of interesting tools. Such activities successfully promote children's confidence, independence and sense of belonging. As a result, they enjoy their time at the

nursery.

The quality of teaching is good. Staff interact skilfully with children to help them to achieve their next step in learning. They plan appropriately challenging opportunities in relation to children's individual abilities. Therefore, older and younger children gain equally from participation in adult-led activities. This is because staff are able to adapt their teaching to support learning at all levels of ability. As a result, children make good progress in relation to their starting point. Assessment records show that staff work effectively with parents to establish what children know, understand and can do on entry to the nursery. They use this information well to plan enjoyable and challenging experiences to promote learning and development both at the nursery and at home.

Staff engage children in ongoing discussion to encourage children to plan activities, evaluate their progress and consider options to extend play further. Older children are keen to use foam letter shapes to identify the first letter of their name. Staff support children well and encourage them to extend this activity further, by finding other letters that form the rest of their name and the name of their friends. Staff teach children of different ages early mathematical skills. They play together to sort, match and count toy animals by size, colour and shape. Older children are keen to demonstrate their skills and become positive role models to younger children. All children are curious, inquisitive and enthusiastic to learn. They have acquired the key skills required to support their next steps in learning.

Children are confident to initiate role-play in the pretend kitchen, establish ideas for play with small world people and successfully negotiate and cooperate to maintain harmonious play. This promotes their sense of self-worth and social skills. Staff explain to children why they follow the daily routine procedures for hand washing and healthy eating. They also encourage children to maintain their own safety and that of others, by handling tools and equipment carefully. This not only promotes their communication and language skills, but also enhances their understanding of how to manage their own personal care needs. In addition to daily opportunities for fresh air and physical exercise outdoors, children benefit from specifically planned activities delivered by an external agency. This focuses on the development of physical skills and introduces team games such as 'lacrosse' to children of all ages.

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

Children enter the nursery enthusiastically and separate easily from their parent. They form a secure attachment to their key person and friendships with other children. This supports their sense of belonging and confidence. Children are independent and move freely to find favourite toys, books and resources. They are keen to take responsibility for tidying away toys after use and serving food at lunchtime. Children behave very well and are polite and kind to one another. They follow the good examples set by staff who are very positive role models. Staff deployment is effective. Adults are attentive, sensitive and respectful in meeting children's individual needs. Staff are also vigilant in promoting children's safety. They help children to identify and manage everyday risk as they move

carefully indoors and out to avoid trips, slips and falls. This helps children to keep themselves and others safe. The provision of nutritious snacks and meals and regular drinks supports children's good health. Staff follow good procedures to prevent the risk of cross-infection and teach children how to identify and manage their own personal care needs. As a result, children feel safe, secure and well cared for.

The nursery is welcoming, well maintained and well organised to promote children's independence and well-being. Staff provide separate areas for babies, which includes a sleep and nappy changing area. Older children move freely between a large playroom and creative play area, with use of separate toilet facilities. All areas are clean, stimulating and maintained at a comfortable temperature. The toys, resources and equipment are of a high quality and truly interest and engage children. Indoors there is a good range of resources available to promote children's increasing numeracy and literacy skills. However, it is not equally well-resourced outdoors. For example, there is a lack of letters, numbers, signs and symbols for use in children's play. In addition, across the nursery there are a high proportion of synthetic toys in relation to natural, sensory experiences. This reduces opportunities for children to develop their curiosity by using touch, sight, smell and listening experiences to enhance their learning further. Staff provide good opportunities for children to explore their own cultures, beliefs and abilities and those of others, through planned activities and use of a good range of books and toys. This helps promote a positive awareness and respect of people's differences.

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

Staff have a secure understanding of the learning and development and safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. They demonstrate a good understanding of the local safeguarding procedures and are confident to follow these if required. There is evidence following the recent recruitment of staff, that induction and vetting procedures are robust. Staff also benefit from regular supervision, mentoring and appraisals. This contributes to the overall effectiveness of the staff team in meeting the needs of children. The registered individual is actively involved in the day-to-day operation of the nursery. She liaises closely with the nursery manager to monitor staff performance. All of the staff team demonstrate confidence and competence in their role and responsibilities. Safeguarding procedures are effective in ensuring that staff protect children from potential harm. A written risk assessment is in place and staff complete daily visual checks on the premises, toys and equipment to maintain children's safety. Children participate in regular emergency evacuation procedures to develop their familiarity. They also learn how to identify and manage everyday risk to safeguard themselves and others. Staff share a good range of policies and procedures with parents to agree and maintain consistency in practice. They review and update these regularly. Staff consult with parents on matters that affect nursery practice, for example when the registered individual brought her dog in to visit the children. There is evidence that during these visits, staff followed appropriate practice to protect children from any potential risk and to maintain good hygiene procedures.

Staff are deployed effectively to meet children's needs. The nursery meet the required adult to child ratios at all times, including during staff breaks. This is because the manager and registered individual are supernumerary and can therefore provide additional cover as and when required. Parents provide very positive feedback on the standards of care and education their children receive. They feel fully included, as the key person shares good levels of information on a very regular basis. Staff share information with parents verbally each day, through regular newsletters, via the notice boards, children's learning journeys and through the website. As a result, parents are able to support children's learning at home. Recently established links with other early years practitioners help to support children in their move on to other settings and school.

There is evidence that the registered individual invests heavily in providing children with good quality furniture, toys, equipment and the provision of external practitioners, who deliver specialised and targeted learning experiences. This effectively promotes children's sense of self-worth, emotional well-being and all round development. Learning and development opportunities are good and support children in achieving their individual goal. Assessment systems are secure and are used effectively to monitor, evaluate and plan for children's individual next steps. The nursery also regularly monitors and evaluates nursery practice, in order to identify appropriate areas for future improvement. In order to keep up-to-date, they seek support from the local authority. As a result, they continually improve nursery practice and promote the ongoing professional development of the staff team.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

Unique reference number	EY427942
Local authority	Cornwall
Inspection number	950081
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	36
Number of children on roll	75
Name of provider	Daisy Fays Nursery Partnership
Date of previous inspection	04/10/2012
Telephone number	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, 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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