

# Daisy Day Nursery

The Oldershaw School, Burns Avenue, WALLASEY, Merseyside, CH45 4RD

<b>Inspection date</b>	07/10/2014
Previous inspection date	11/07/2011

<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 settled, happy and eager to learn. Staff regularly and accurately observe and assess their development. They effectively use this information to plan for children's individual needs. As a result, all children making good progress across all areas of learning.
- Children benefit from a strong, highly effective key-person system with staff who are caring and attentive. Therefore, children's emotional well-being is effectively promoted and they feel safe, secure and are confident individuals.
- Arrangements for safeguarding children are effective because clear policies, procedures and risk assessments are in place. These are regularly reviewed and understood by all staff.
- Strong relationships with parents help children to make good progress, as staff ensure that a joint approach to their child's learning is consistently maintained.

### It is not yet outstanding because

- Opportunities outdoors, to support young children's growing awareness that print carries meaning and that information can be relayed in print form are not fully promoted.
- There are fewer opportunities for children to have regular access to a variety of toys and resources that reflect diversity, to enable them to begin to learn about each other's differences.

## 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 had a tour of the nursery.
- The inspector observed activities in the playrooms and the outdoor learning environment.
- The inspector conducted a joint observation with the manager of the nursery.  
The inspector scrutinised documents, including the nursery's policies and
- procedures, risk assessments, self-evaluation and the children's development records.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector took account of the views of parents spoke to on the day.

## Inspector

Donna Birch

## Full report

### Information about the setting

Daisy Day Nursery was registered in 2010 on the Early Years Register. It is situated within Older Shaw Academy School, in the Wallasey area of Wirral. The nursery is managed by a private provider. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs 14 members of childcare staff. Of these, seven members of staff hold appropriate early years qualifications at level 3 and four staff hold qualifications at level 2. The manager has an early years degree and has achieved Early Years Professional Status. The nursery opens Monday to Friday, from 8am until 6pm, all year round. Children attend for a variety of sessions. There are currently 51 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of 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:

- support children's growing awareness that print carries meaning and information can be relayed in print form, for example, by adding print in various forms to the outdoor learning environment
- provide a wider range of resources that reflect positive images of different cultures and disability to raise children's awareness of diversity and provide support, so that children learn to respect and value differences.

## Inspection judgements

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

Children are happy and are well cared for and staff know and understand them well. Babies and young children are effectively supported by staff, who encourage them to have a go at activities within the exciting and positive environment. This enables children to become involved in active learning and to enjoy their achievements. Praise and encouragement are used effectively, which fosters children's emotional well-being. Sensitive settling-in procedures provide a strong foundation for children who have recently started at the nursery. As a result, babies and children are confident and relaxed and parents are happy and feel highly supported. Partnerships with parents are good. The effective daily communication system in place ensures staff communicate well with parents and each other. Consequently, a two-way approach is undertaken. For example, activities for the term are clearly displayed in the entrance hall for parents to view and they can take home different activity sheets, if they wish. As a result, parents benefit from sharing information and are engaged in their children's learning and development and

they are supported in effectively extending children's learning at home. New children are supported within the settling-in process, where parents share important information with their child's key person. For example, staff learn about children's likes, dislikes and favourite activities. The information gained contributes to staff's initial assessments of children and enables them to identify each child's starting points. Additionally, this helps children to successfully settle into the nursery. Consequently, staff know children very well and talk to them about their home life, which helps them feel valued.

Staff have a good knowledge of the Early Years Foundation Stage and effectively plan and meet the individual needs of children. The planning is consistent and carefully planned activities meet the next steps in learning and stages of children's development. All children, including those who have special educational needs and/or disabilities, are working within the typical range of development expected for their age. Staff manage and support this by using a robust tracking system, which is fully embedded throughout the nursery, to ensure that all children make consistent progress. Parents are involved in children's learning and development and are kept up to date with their progress, by means of regular written reports. There is an educational programme in place, which meets the seven areas of learning. The environment is well resourced; children are able to collect their own resources and make choices about what they would like to play with. However, there are fewer opportunities for children to access a wider range of resources, which reflect positive images of different cultures and disability to raise children's awareness of diversity and provide support so children learn to respect and value differences. Activities provided for children are interesting, challenging and structured to meet their individual learning preferences and needs. For example, children enjoy creative experiences and play eagerly in a role-play area. Here children use their imaginative skills, as they cook lunch in the cafe and put the babies to bed. Staff use good quality teaching strategies, as they skilfully question children while they play. This enables them to become involved in conversations and extends their creativity and critical thinking skills. Additionally, children develop their understanding of the world around them. Staff make good use of the posters and various print on display in the indoor environment, to extend children's understanding of letters and words. They also encourage children to make meaningful marks. For example, they use the clipboards and pencil in the role-play area to write a shopping list. However, there are fewer opportunities for children to recognise the use of print in the outdoor environment, for example, by adding letter and number resources, so that children understand print carries different meanings. Cosy corners, cots and sofas with cushions and blankets are provided, so that children feel comfortable and are able to relax as they listen to stories, rest or have a sleep.

Children demonstrate the characteristics of learning. For example, children are eager to participate because staff motivate and enthuse them. They think about what is happening and support children to consider solutions to problems, by talking about the situation and considering options. As a result, all children are gaining the necessary skills to support their future learning and readiness for school.

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

Children's emotional well-being is effectively promoted. Parents know who their child's key-person is. This ensures children benefit from secure attachments and parents feel involved. The nurturing and supportive environment helps children to feel safe and secure, which provides a strong foundation for their well-being and independence. Settling-in sessions are used to build relationships with parents, who are encouraged to share details of their child's individual care needs and routines. As a result, staff know and understand children well and children's movements through the nursery are successfully supported. Teachers from relevant schools are invited into the nursery to meet children and spend time with them and the key person in a familiar environment. Therefore, children are supported to be emotionally equipped for their move to school.

Staff are good role models and have high expectations of children who attend the nursery. For example, children are encouraged to say please and thank you throughout the day, and consequently, children respect one another, fostering a caring and respectful environment. Behaviour management is consistent and children are encouraged to work together to support one another in managing their own behaviour. Children are involved in the reward system that is in place and this supports their confidence and self-esteem. For example, stickers and rewards are used to promote good behaviour and for following the nursery rules. Staff are committed to including all children and treat them with equal respect. As a result, this enables children to respect each other, as they learn to play harmoniously together. Staff provide a welcoming, stimulating, well-resourced indoor and outdoor environment, which supports children's holistic development and emotional well-being. Since the last inspection, the outdoor area has been successfully developed to provide exploration areas. For example, a planting and digging area has been incorporated and staff provide children with a range of natural materials and open-ended resources, so that children can investigate and explore using their senses. Additionally, children have many opportunities to be physical, as they climb the slide and use crates and planks to practise their balance skills and construct their own structures. They gain an understanding of risk through the activities that encourage them to explore their environment.

Children enjoy visits to the local community and are involved in various charity events. This supports them in gaining an understanding of the world around them. Children of all ages skilfully develop a wide range of self-care skills, as they confidently wash hands before meals times and after visiting the bathroom. They understand this process and confidently discuss why this is important. Children wash their faces after meal times and brush their teeth after the lunchtime session. Through stories and discussions with staff, they learn about how to look after their teeth and why this is important. Nappy change routines are very good and well documented. Staff follow each child's care routine and have regard for their individual sleep and nappy change preferences, as discussed with parents. This ensures all children's needs are fully met. Infection control is good, as staff wear gloves and aprons, and a disinfectant spray is readily available. Staff disinfect the changing mat after each use, which limits cross-infection and protects the health of all children. Fresh drinking water is readily available for children to access all day, which they are encouraged to use independently, as they manage their own needs for a drink. A

selection of healthy snacks and nutritious meals are provided and ensure that children are provided with a balanced diet. Children learn about the importance of healthy eating, as they discuss good and bad foods with staff, while at the table. Additionally, they grow their own fruit and vegetables in the garden and then eat these as part of their daily snacks. Parents are kept fully informed of their child's day, because staff complete detailed daily sheets for each child. The nursery has in place effective systems to ensure children's individual care needs are met. There are well-maintained records for accidents and the administration of medication. Parents' written permission is sought to obtain emergency medical advice and/or treatment and staff are aware of their responsibilities to contact parents if a child has an accident. For example, parents provide emergency contacts numbers on children's enrolment forms and sign to say children can be removed to hospital if deemed necessary. Additionally, all staff have received training in first aid, safeguarding and food hygiene. There is good communication in place between staff and parents. Parents are invited to parents' evening sessions where they are fully informed about their children's learning progress and care needs. Parents state they are extremely happy with the care that their children receive and feel valued by the nursery management and staff.

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

The management team and staff have a clear understanding of their responsibility to meet the requirements of the Early Years Foundation Stage. Safeguarding practices are good and staff understand them well. For example, staff are confident of how to fulfil their roles and responsibilities. For instance, they ensure the correct staff to child ratios are maintained by completing daily attendance registers and the manager ensures staff are deployed in line with current guidance and their qualifications and skills. This results in children being well supervised. Staff know the procedure to follow if they have any concerns about children, or the conduct of colleagues. The manager has a clear understanding of her duties and responsibilities; she also demonstrates a strong commitment to safeguarding children. For instance, all required checks to ensure the suitability of adults working at the nursery have been carried out, to ensure children are protected. The manager and staff ensure all visitors sign the visitors' register and that they are not left unsupervised while on the premises. Additionally, the management team have a good understanding of what they are required to report to Ofsted and demonstrate how and when they would need to do this. Comprehensive risk assessments are in place and cover areas, such as, the outdoors, furniture and equipment. This ensures the safety of children, staff and visitors at all times. Daily visual checks are also conducted by the manager before children are allowed access. Thorough risk assessments for all trips and outings are also carried out, to further ensure children's safety. Accident and medication records are completed, signed by staff and parents and stored securely. All staff have completed first-aid training. As a result, children's safety and health are further promoted.

The management team are passionate about staff's professional development. There is an effective supervision and appraisal system in place, that focuses on targets for the future

and peer observations help the manager monitor the effectiveness and quality of teaching. The manager works closely with the team and as a result, the nursery benefits from highly enthusiastic, dedicated and well-qualified, long-serving members of staff. Training needs are identified and addressed on an ongoing basis. Staff are encouraged to develop their skills through further education and training. For example, the manager has completed her early years qualification at level 6 and has also achieved Early Years Professional Status. Additionally, the majority of the other staff hold a childcare qualification at level 3. This commitment demonstrates the management team's vision for a high quality workforce, leading to better outcomes for children who attend.

Partnerships with parents are good; parents state they are extremely happy with the settling-in arrangements and feel they and their children are well supported and cared for by the staff. This demonstrates that partnerships are trusting and strong. There is a complaints policy in place, so parents are aware of the procedure to follow if they are not happy with the service provided. Partnerships with other agencies are well established and are having a positive impact on improving outcomes for children. Staff work closely with the local schools and have formed good relationships with them. For instance, they have invited teachers from these schools into the nursery, to ensure children's move to school is as smooth as possible and supports their continued well-being. Staff also work in partnership with local authority advisers. This ensures positive outcomes for all children who attend. The management team can clearly identify strengths and areas to develop within the nursery. They are passionate about the continued success of the nursery and as a team, work together and in partnerships with parents in continually reflecting on how they can constantly strive to be even better. For example, they use staff, parent and child questionnaires to gain feedback on the service. They then use this information as part of their self-evaluation process. Staff are currently working on improvement plans, to ensure the future success of this already very good early years nursery.

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY413327
<b>Local authority</b>	Wirral
<b>Inspection number</b>	991826
<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>	60
<b>Number of children on roll</b>	51
<b>Name of provider</b>	Millenium Training & Education Centre Ltd
<b>Date of previous inspection</b>	11/07/2011
<b>Telephone number</b>	01516390044

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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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