

# Daybreak Nurseries Ltd

Watersmeet, High Street, RICKMANSWORTH, Hertfordshire, WD3 1EH

<b>Inspection date</b>	28/10/2014
Previous inspection date	13/09/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Teaching is effective. The educational programmes are well planned by knowledgeable staff, who provide a wide range of interesting and motivating experiences for all children. As a result, children make good progress in their learning.
- Partnerships with parents and external agencies are productive and ensure that children receive good, consistent care. Consequently, all children's needs are met.
- Staff develop good relationships with children, who are, therefore, happy, confident and emotionally secure in their care. This is largely due to the effective key-person system and robust transition arrangements from home and throughout the nursery.
- Staff have a good understanding of their roles and responsibilities in regard to the safeguarding and welfare requirements, including child protection issues. Consequently, children are kept safe.
- The manager of the nursery is committed to developing a good quality service. Staff are motivated and are provided with ongoing support and training.

### It is not yet outstanding because

- There is a limited range of natural, open-ended resources available to further develop children's learning experiences and promote imaginative and investigative play.
- There are occasional missed language development and independence opportunities during routine and play activities.

## 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the nursery rooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with managers and spoke to the staff throughout the inspection as appropriate.
- The inspector looked at children's assessment records, planning documentation and a selection of policies and procedures.
- The inspector checked the suitability and qualifications of the staff working with the children and the provider's evidence of self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day and interacted with children throughout the inspection.

## Inspector

Lucy Sumner

## Full report

### Information about the setting

Daybreak Nurseries Limited opened in 2004 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of four nurseries in a chain run by Daybreak Nurseries Limited. It operates from a converted building in the theatre complex in central Rickmansworth. The nursery serves the immediate locality and the surrounding areas. The nursery opens five days a week, from 7.30am until 7pm, all year round, except for bank holidays and a week at Christmas. Children attend for a variety of sessions. Children are cared for across three rooms and have access to an enclosed outdoor play area. There are currently 89 children in the early years age range on roll. The nursery receives funding for the provision of early years education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently 27 staff working directly with the children; 22 of whom have appropriate early years qualifications. Three members of staff have appropriate qualifications at level 5 or above. The nursery receives support from the local authority and is a member of the Pre-school Learning Alliance and the National Day Nurseries Association.

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

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

- enhance the range of natural and open-ended resources to support children in extending their learning experiences and developing their imaginative and investigative play
- ensure that opportunities are maximised for all children to fully develop their language skills and for older children to develop their independence during routine and play activities.

### Inspection judgements

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

Staff have a detailed knowledge of the Early Years Foundation Stage and a good understanding of how young children learn and develop. They plan a rich and stimulating play and learning environment. Consequently, children are enthusiastic and active learners. There is, however, scope to improve this provision further with the addition of more open-ended resources and some natural materials. Therefore, staff do not always maximise opportunities for children to develop their exploratory, imaginative and investigate play and critical thinking skills. Staff carry out regular observations and assessments that are accurate. They use these effectively to plan the next steps in

children's learning. Staff use relevant early years guidance to assess all children's development so they can identify any areas of concern quickly. This allows staff to accurately track children's progress and identify any gaps in their learning. In addition, practitioners complete the progress check for children between the ages of two and three years and share a written summary with parents. This enables them to support children's developing skills at home and identify and address any gaps in children's learning. Staff provide purposeful, planned and spontaneous experiences which support all children, including those with special educational needs and/or disabilities and those who speak English as an additional language, to make progress from their starting points in all areas of learning.

The quality of teaching is good. Staff intervene in children's play in a timely and appropriate way. For example, older children's mathematical skills are enhanced as staff support them to count and complete simple additions, as they discuss how many snails they have in the tank. Staff engage well with babies in the outdoor area, as they crawl, climb and explore wet sand. For example, a baby enjoys rolling a ball to an adult and squeals with delight each time she returns it. Children in the toddler room are able to complete simple jigsaws with support from an adult, who skilfully guides them. Staff provide children of all ages with a wide range of books and children show their enjoyment as they access the books independently and for their own pleasure. They listen intently to stories read aloud by staff, who use lots of expressive language. This successfully maintains children's interest in the story and positively promotes children's early literacy skills. Occasionally, however, staff do not maximise opportunities to develop children's language skills, by modelling words clearly and entering into conversations with them. As a result, this reduces opportunities for children to extend their speech and communication skills. Staff have fully addressed the recommendation from the previous inspection and have enhanced the provision of opportunities for children to write for a purpose and make marks with paints, pens and pencils. For example, they paint and draw indoors and outdoors using a variety of tools, such as brushes, rollers and chalk. Younger children enjoy using highlighter pens and sticky notes to jot down their ideas. Older children have written all the signs and labels in the pre-school room and can write 'thank you' letters independently. Consequently, children are developing the skills and attitudes they need to be ready for the next stage in their learning, such as starting school.

Parents are actively involved in their children's learning and development. Staff value the information they gather from parents, using it to establish children's likes, interests and skills. This means that staff have a clear understanding of children's starting points, which enables them to build and complement what the children can already do and know. Staff are very aware of the importance of consistency in supporting children's learning, both in the nursery and at home. The progress that children make is shared through daily discussions and learning journals, which parents are encouraged to contribute to. Parents feel well informed about their children's learning and development and overwhelmingly value the support that nursery staff give them.

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

Staff are warm, caring and nurturing. The key-person system is very effective and the settling-in process is well established. Staff know all the children very well and provide individual care. When children start at the nursery, the key person meets with parents and discusses aspects of care and development, routines, dietary needs, likes and dislikes. A gradual settling-in process is planned and tailored to support children's individual needs. As a result, the key person develops secure bonds with children and good relationships with parents. This results in children being settled, happy and confident. Older children are able to say who they would talk to if they were sad or worried, safe in the knowledge that staff would help them. Children have the confidence to talk and play with adults and each other, due to their overall sense of well-being. Staff support children sensitively and effectively as they move between nursery rooms and on to school. For example, they have a scrapbook for each school that shows what it will be like there and obtain different school uniforms for the children to dress up in. This ensures that the children make the move to school with ease.

Staff and children take part in regular fire drills so they know how to evacuate the premises and what to do in the event of an emergency. Children are familiar with daily routines to maintain good hygiene. They understand the importance of washing their hands after using the toilet and as they prepare for snack or lunch. Children describe the importance of doing so to make sure their hands are clean before they touch the food. Children are provided with a wide range of healthy and nutritious snacks and meals, which they eat sitting together with adults. This helps them to develop the confidence to manage similar social situations they will encounter as they get older. However, during snack time, older children are not always given the opportunity to fully develop their independence. On occasions, staff place their snack and drink in front of them on the table. As a result, this reduces opportunities for children to make healthy food choices and to practise helping themselves and then tidying up afterwards independently. Staff discuss dietary needs and preferences with parents and adhere to these carefully, by clearly marking any allergies or special requirements on a coloured, named place mat. Children develop their sense of well-being as they spend time outside in the fresh air each day. As a result, staff promote children's health effectively.

Behaviour is managed very effectively and staff use the golden rules that the children in each room have devised to remind them how to behave. Staff encourage the children to take turns and share. As a result, they play cooperatively and harmoniously together. Children play in clean, welcoming rooms, furnished with appropriately sized tables, cosy areas and other child-friendly, age-appropriate equipment. There is clear floor space in each room for larger construction and creative activities. Resources are organised well and stored in low-level units, which are accessible to all children. This enables them to make choices about what they would like to do. Children have regular access to a well-resourced outdoor area, where they can run, climb and explore in the various areas of interest that have been set up. Consequently, children's overall well-being is promoted to a good level.

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

Managers have a good understanding of their roles and responsibilities to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. The designated lead practitioners for safeguarding have a clear understanding of their role and all staff are knowledgeable about what to do should they have concerns about a child. They fully understand their responsibilities for safeguarding and have completed appropriate child protection training. Staff can demonstrate that they fully understand how to keep the children in their care safe. They follow procedures that support this. For example, they have a strict collection policy and a buzzer entry system means that the main door remains locked at all times. Adult-to-child ratios are good and, as a result, children are well supervised. Robust recruitment and vetting procedures are in place. Staff undergo a thorough induction process and feel fully informed about the nursery's policies and procedures when they start. A range of policies and procedures are in place to support staff and keep parents informed about the provision. Consequently, children are kept suitably safe.

Managers have a good understanding of their roles and responsibilities to meet the learning and development requirements of the Early Years Foundation Stage. Since the last inspection by Ofsted, changes have been implemented in the way in which staff analyse children's achievements. There are now systems in place to monitor the children's overall progress more closely. This allows staff to address under- or over-achievement quickly. Consequently, children's individual learning and development needs are met. Effective programmes for monitoring staff performance are in place, by way of an annual review and half-termly one-to-one meetings. Targets for staff development and training are effectively identified and are always focused on bringing about improvements in the quality of practice. As a result, staff are maximising opportunities to develop their understanding of how to promote the learning and development of children further and continually improving and updating their teaching skills. Managers demonstrate real drive and commitment to improving the nursery. They have a good understanding of the strengths and aspects for its further development and plan to work with staff, parents and children to improve the service provided. Currently, staff gather parents' views through direct conversations and an annual quality review survey.

Staff have positive and warm relationships with parents. Parents comment on the friendly, well-established staff team and feel satisfied that their children are safe and well cared for. They say that their children are happy at the nursery and they are very pleased with their overall progress. Parents appreciate the flexibility in days and hours that children may attend. Parents have access to a variety of information about the nursery, including policies and procedures, via a website with a secure parent portal and well-maintained noticeboards throughout the building. Parents know they can contribute to and access their child's records at any time. Where necessary, staff work in close collaboration with specialists from external agencies to support children with special educational needs and/or disabilities. For example, speech and language therapists visit regularly and work together with staff to establish common targets and approaches.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

The requirements for the voluntary 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. 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>	EY288175
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	861300
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	55
<b>Number of children on roll</b>	89
<b>Name of provider</b>	Daybreak Nurseries Ltd
<b>Date of previous inspection</b>	13/09/2011
<b>Telephone number</b>	01923 772447 or below

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

