

Daisy Day Care

15 Millway, Ampleforth, YORK, YO62 4DR



Inspection date

13 July 2015

Previous inspection date

9 July 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The staff support children's development in communication and language very well. They constantly engage children in conversation as they play and provide additional support for children who speak English as an additional language. All children become confident, articulate communicators.
- The friendly and dedicated staff team work very well together and are very responsive to meeting children's individual needs.
- The owners are committed to developing the service. Ongoing self-evaluation includes the views of staff, parents and children. Priorities for improvement are identified and the outcomes for children and their families are continually enhanced.
- High priority is given to forging very good partnerships with parents. This means families build trusting relationships with staff, which significantly benefits each child's ongoing care, well-being and learning and development.
- Children are cared for in a very welcoming and homely environment where they feel safe and secure. As a result, they engage enthusiastically in the activities provided and make good progress in their development.

It is not yet outstanding because:

- Occasionally, staff do not always consider how children of different ages can be fully involved when taking part in activities together.
- Staff do not always consider the most effective way to present and use the book area.

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 some group activities, so the learning needs of all children taking part are fully considered, to further support the good progress they are making in their development
- enhance the organisation and use of the book corner, so children can use the area easily and independently, to promote their early interest in reading even further.

Inspection activities

- The inspector toured the premises and observed children and staff in the playrooms and the outdoor area.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with one of the owners who is also the manager.
- The inspector checked evidence of the suitability and the qualifications of staff working with children and discussed the provider's improvement plan.
- The inspector looked at a selection of children's records and policies.
- The inspector took account of the views of parents spoken to on the day.
- The inspector undertook a joint observation with the manager.

Inspector

Diane Turner

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Overall, the quality of teaching is good. Staff provide very good opportunities for children of all ages to make choices and direct their own play. Children become motivated learners who develop the necessary skills and dispositions in readiness for school. Babies show curiosity as they explore wooden bricks. Older children become immersed in using play dough. They describe in detail how they are making pretend pasta. This shows children develop good imaginations and can express themselves creatively. Children of different ages take part in activities together, such as painting. However, occasionally, staff do not provide resources that match the age and stage of development of younger children. This means younger children do not become as deeply involved in the activity as older children. Staff read stories to children as a group. They read with expression, which captures children's interest. However, children cannot always reach books in the book corner easily. This means they are not always inspired to use the area independently, to support their early interest in reading even further.

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

The small nature of the nursery means staff get to know all children well, which helps children feel emotionally secure. Parents speak very positively about how well their children settle. Children learn to behave well. Staff provide sensitive support for younger children who are learning how to share and they praise the efforts and achievements of all children. Consequently, children feel good about themselves. Staff give high priority to preparing older children emotionally for their move to school. They mark children's forthcoming move with a ceremony. They invite teachers to the nursery to meet children before they move in to their care, which starts to build up relationships. Children enjoy nutritious meals and snacks and follow good hygiene routines. They develop good physical skills through outdoor activities, such as digging in sand and balancing on a low beam. Staff also take older children to the local leisure centre for swimming lessons led by an outside professional. This helps children keep fit and healthy and enjoy being active.

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

The nursery owners, one of whom acts as the manager, have a good understanding of the requirements of the Early Years Foundation Stage. They work closely with other early years providers to support children's care and learning across settings. They carefully monitor the overall progress of all children. This ensures any gaps in children's development are addressed promptly. Parents are kept fully informed about the progress their children are making. They share what they know about their children's learning at home. This helps staff plan precisely for children's future learning. All staff have a good understanding of how to safeguard children. They minimise any risks effectively and know to whom they should report any concerns about a child's welfare. All staff are well qualified. Any further training needs are identified. Courses are arranged and new ideas implemented. This enhances the learning experiences for children.

Setting details

Unique reference number	EY440457
Local authority	North Yorkshire
Inspection number	854066
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	51
Name of provider	Daisy Day Care Partnership
Date of previous inspection	9 July 2012
Telephone number	01439788577

Daisy Day Care was registered in 2009 and re-registered in 2012 due to a change of premises. It employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery opens, Monday to Friday, from 8am to 5.30pm for 46 weeks of the year. It provides funded early education for two-, three- and four-year-old children and supports children who speak English as an additional language.

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