

# Daisy and Jake Day Nursery



106 Thurstaston Road, Thurstaston, Wirral, Merseyside, CH61 0HG

**Inspection date** 15 September 2015  
Previous inspection date 28 March 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Teaching is good. Staff give great emphasis to talking and playing with children and this brings much benefit to children's learning and progress. Some children are making rapid progress. Older children are ready for primary school.
- As a result of sensitive, reassuring support, babies are calm, confident and keen to explore at nursery. Staff recognise babies' needs well and hold them gently and skilfully when the youngest children want to be touched, held or fed.
- Children enjoy their time at nursery and behave responsibly. Staff plan a good range of interesting activities that enable children to become confident, keen learners who cooperate well with others.
- Disabled children and those with special educational needs progress well because support is arranged carefully around their individual needs.
- Leaders have a good understanding of what the nursery does successfully and the main priorities for further work. This enables them to target their efforts upon the most important issues for improvement.

### It is not yet outstanding because:

- At times, some teaching and assessment is not of the very highest quality because of slight variability in the work of staff.
- Teaching, resources and experiences do not include lots of challenge for children about stereotypes of the people, families and communities living in modern Britain.
- Leaders do not always tell staff what needs to improve when teaching is less than excellent.

## What the setting needs to do to improve further

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

- ensure that the teaching and assessment work of all staff is of an equally high standard
- review and improve teaching, resources and planned experiences for children about the different people, families and communities of modern Britain
- ensure that where teaching is less than excellent, that leaders always identify and support weaker aspects of practice.

### Inspection activities

- Her Majesty's Inspector (HMI) spoke to children and observed care, learning and teaching in the nursery and outdoors. Some teaching was observed jointly with the nursery manager.
- Meetings were held with the nursery owner, a number of managers and a range of staff.
- HMI spoke to some parents and carers and considered the responses to a recent nursery survey of parents' views.
- HMI considered the findings of a recent nursery survey of staff views about their work.
- HMI checked evidence of the suitability and qualifications of nursery staff, including certificates in paediatric first aid.
- HMI considered a wide range of documents including: plans for teaching and learning; information about children's learning and progress; reviews of how well the nursery is developing; and documents about the care and protection of children.

### Inspector

Tim Vaughan Her Majesty's Inspector

## Inspection findings

### Effectiveness of the leadership and management is good

Leadership of the nursery is good and improving. Leaders have a clear understanding of requirements for children's education, care and safety. They are not complacent and are reviewing and refining their own knowledge as much as they can. The decision by the nursery owner to appoint additional leaders is bringing extra skills and expertise to the nursery. This is promising but it is too soon to see the impact. Training and individual reviews with staff are helping to improve the quality of teaching. However, leaders' feedback to staff is not always sufficient to raise the quality of teaching to the highest level. The large number of staff with early years qualifications brings positive benefit to the quality of the nursery. This shows in the skilful support for children with special educational needs and the well-organised reviews of their progress. Safeguarding is effective as staff understand how to protect children from harm and leaders test and train staff frequently. Parents are very positive about the nursery and feel involved and consulted. They welcome the ways in which staff share information with them about children's learning.

### Quality of teaching, learning and assessment is good

Teaching is good. For example, during the inspection, children aged 2-3 years were observed deeply involved in a range of interesting activities such as looking at story books, playing with small plastic people, and using toy tractors in the sand tray. In each activity, staff were immersed in the children's play; chatting, listening and questioning children with skill and sensitivity. Across the nursery, children benefit from a wide range of learning opportunities. For example, the outdoor area and local woodland are used particularly well to extend children's development. Assessments of children's learning are used carefully when planning teaching so that activities are matched to children's needs.

### Personal development, behaviour and welfare are good

High priority is given to helping children to be calm, relaxed, healthy and able to manage their own feelings and behaviour. For example, older children are taught important skills about stretching and thinking through regular 'stretch and reflect' sessions. Relationships between children and staff are good. For example, the behaviour of babies in nursery shows that they feel at ease with their key member of staff, whose sensitive, caring approach gently settles children. Across classrooms, children cooperate well with each other, act safely and are becoming confident in their learning. This is because staff in each room are a good role model of how to play, investigate and work with others.

### Outcomes for children are good

Staff have a clear knowledge of the abilities of each child in their allocated group. They have high expectations of what children can achieve and know what progress each child is making across different areas of their learning. Staff and leaders keep a close check on how well children learn and make good use of this information in their work. By the time that children leave the nursery, they make good progress from their starting points.

## Setting details

<b>Unique reference number</b>	EY298540
<b>Local authority</b>	Wirral
<b>Inspection number</b>	1026435
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	95
<b>Number of children on roll</b>	150
<b>Name of provider</b>	Daisy and Jake Day Nursery Limited
<b>Date of previous inspection</b>	28 March 2013
<b>Telephone number</b>	0151 648 1008

Daisy and Jake Day Nursery is located in the Thurstaston area of Wirral. It is one of four nurseries operated by the same provider. It registered in 2005 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery provides places for babies and toddlers and funded places for two-, three- and four-year olds. The nursery employs 32 staff to work with the children. Of these, seven staff are unqualified, five hold an appropriate early years qualification at level 2, and 14 hold these qualifications at level 3. One worker is qualified at level 4, and a further two staff are qualified at level 5. There are two staff qualified at level 6, and one with Early Years professional status. The nursery is open five days a week, all year round from 7.30am until 6pm. It is closed on Bank Holidays.

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