

# Daisybank Day Nursery Ltd



The Old Methodist Church, Wellington Road, Bollington, Cheshire, SK10 5JR

<b>Inspection date</b>	31 August 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- Managers and practitioners demonstrate their strong commitment to achieving the best outcomes for all children. Children are eager to play when they arrive at the nursery. Their well-being is promoted effectively.
- The play and learning environment is presented to a very high standard. The managers' attention to detail means that children continuously find new things to interest them. Children explore freely and become self-motivated learners.
- Children go on regular outings and this helps them to learn about their community and the world. Outings help to enrich children's play and learning. For example, children's spontaneous role play incorporates what they learned when they visited a local cafe.
- Practitioners work in partnership with parents to establish starting points for children's learning. They accurately summarise children's achievements and regularly report these to parents. Parents comment that they feel well informed about their children's care, learning and play.
- Managers evaluate the provision. They make plans that show what will be changed. The changes improve what children know, understand and can do.

### It is not yet outstanding because:

- The manager's supervision of practitioners' performance does not focus sharply enough on assessing the quality of their teaching.
- On occasion, practitioners miss opportunities to say the words that match younger children's gestures and actions. As a result, not all children make the swiftest possible progress in learning to speak.

## What the setting needs to do to improve further

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

- build on the systems for assessing practitioners' performance and focus more sharply on helping them to develop an expert knowledge of teaching and learning
- strengthen techniques for modelling language so that children who are learning to speak, routinely hear the words that match their actions.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as the nursery's action plan and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Susan King

## Inspection findings

### Effectiveness of the leadership and management is good

Managers are actively involved with developing every aspect of this newly established nursery. They seek, welcome and act on the views of parents, children and practitioners. Managers establish systems for checking and collating children's achievements. They check that the assessment of children's progress is accurate. They introduce new resources and experiences so that the programme of activities promotes children's progress well in every area of learning. Managers make sure that the premises are safe. For example, the temperature of the hot water in the children's sinks is safely controlled. Arrangements for safeguarding are effective. Systems for recruiting practitioners are robust and include rigorous suitability checks for candidates. Practitioners are well trained. They know what to do if they recognise any signs that a child may be at risk of abuse or neglect.

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

The well-qualified practitioners make observations of children which they skilfully use to help them plan activities. For example, they know that children are interested in learning more about animals. They select stories, songs and toys that include many different animals. As a result, children learn the names of the animals and their vocabulary grows. They listen with pleasure to stories and learn that printed words carry meaning. Children's physical development is promoted well indoors and in the outside play area. They learn to climb steps and confidently descend the slide. Babies happily set off holding the handle of a push-along cart and this helps them to learn how to walk. Children count out loud when they step up and down steps and this helps to promote their early numeracy.

### Personal development, behaviour and welfare are good

Practitioners are friendly and courteous role models and children learn to be polite and to respect other people. Consistent routines mean that children know the behaviour that is expected. For example, at group times children know that they sit down on individual small circular mats and that it is time to listen. Children's independence is promoted well and they learn to feed themselves. Practitioners help children to make healthy choices in their diet. For example, they teach children about taking enough, but not too much, fruit for snack. Children with allergies to certain foods are kept safe because important information is shared effectively. Children learn to keep themselves safe. For example, they learn that on outings they must not talk to strangers.

### Outcomes for children are good

All children acquire the skills, knowledge and attitudes to learning that prepare them well to start school. Children know and can follow consistent daily routines. They can sit for increasing periods in small adult-led groups. They know the words and actions to familiar rhymes and songs. Children can count with increasing accuracy. They can recognise, match and sort colours. They know the names of different animals and can imitate the sounds that some animals make. Younger children feed themselves with increasing skill, using spoons. Older children begin to cut up their food using knives and forks. Children move and climb with confidence.

## Setting details

<b>Unique reference number</b>	EY497174
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	1034976
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 1
<b>Total number of places</b>	50
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	Daisybank Day Nursery Limited
<b>Registered person unique reference number</b>	RP906683
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07973378277

Daisybank Day Nursery Ltd was registered in 2015. The nursery employs five members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, one at level 5, one at level 4 and one at level 3. The nursery opens from Monday to Friday and all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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