

# Daisykins @ Rugby Free Primary

Rugby Free Primary School, Bailey Road, Rugby, Warwickshire, CV23 0PD



## Inspection date

15 February 2017

Previous inspection date

Not applicable

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

- Children settle well, play happily and develop confidence at the nursery. They willingly participate in group activities and form good relationships with staff and other children.
- Staff carefully observe children and swiftly assess their starting points and next steps for learning. They plan interesting and suitably challenging activities to help children develop and make good progress. They place a strong focus on developing children's communication skills, frequently planning activities to target and promote these.
- Children behave well. They learn to share, take turns and have good manners. Staff are positive role models and they give children clear guidance about the high expectations for their behaviour.
- Partnerships with parents are effective. Staff encourage the two-way exchanging of information about children's care, development and progress. This shared approach helps to promote consistency in children's experiences.
- Managers are highly motivated and committed to providing high-quality care and learning experiences for children. They involve staff, parents and children in devising ways to further improve the provision, such as redeveloping the outdoor area.

### It is not yet outstanding because:

- Arrangements for ongoing professional development for staff are not yet focused precisely on raising the quality of teaching to an even higher level.
- Links with the adjacent primary school and other schools that children move on to are not yet fully developed to help their transition from nursery to school go as smoothly as possible.

## What the setting needs to do to improve further

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

- build on current opportunities for the professional development of staff, focusing even more sharply on continuing to raise the quality of teaching
- extend existing links with the adjacent school and with other schools that children move on to, in order to help each child transfer confidently to their future learning environment.

### 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 manager. She discussed the nursery's self-evaluation with the provider, the manager and the acting deputy manager.
- The inspector held a meeting with the provider, the manager and the acting deputy manager. She looked at relevant documentation and evidence of the suitability and qualifications of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views. She spoke with staff and children during the inspection.

### Inspector

Victoria Mulholland

## Inspection findings

### Effectiveness of the leadership and management is good

Managers regularly review children's progress. They have begun using assessment data to identify aspects of provision for further focus to continue improving outcomes for different groups of children. Arrangements for safeguarding are effective. All staff have a good understanding of potential indicators of abuse. They are confident of the procedures to follow if they have concerns about a child's safety or welfare. Managers hold regular supervision meetings with staff and discuss strengths of their practice and aspects for further development. Staff are supported to gain a formal childcare qualification and they receive required training. However, the programme for ongoing professional development of staff is not yet highly focused on driving the quality of teaching to an outstanding level.

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

Staff provide an attractive learning environment with a broad variety of activities and resources to promote children's learning. They plan a well-balanced mix of adult-led activities and opportunities for children to follow their own interests. During play and activities, staff engage children in conversations, extend their vocabulary and model good use of language. They ask questions, prompting children to think and express their thoughts and ideas. They use a range of strategies to effectively support children's understanding, including those who speak English as an additional language. Staff build on children's developing numeracy skills. For instance, they help older children to count on from 10 and to understand that 13 is three more than 10. They teach older children about the sounds that letters make, in readiness for starting to read.

### Personal development, behaviour and welfare are good

Staff are friendly and attentive. They nurture children's sense of self-esteem, giving them plenty of praise and encouragement. Children are encouraged to manage their self-care needs with increasing independence. They learn to show care and concern for others and animals, for instance, as they help to look after the guinea pigs. They plant and grow fruit and vegetables, such as strawberries and potatoes. They participate in cooking activities, preparing toppings for their pizza at teatime and helping to peel or slice fruit for their snack. Staff teach children about using knives safely and help them to develop an understanding of assessing and managing risks. Children enjoy nutritious, freshly cooked school meals. They are active and benefit from opportunities to play and continue their learning outdoors.

### Outcomes for children are good

Children make good progress in relation to their starting points. When children are achieving below typical levels, focused support helps them to catch up with their peers and the gaps are successfully closing. Younger children enjoy make-believe play, such as pretending to make dinner or feed a toy cat. Their social interactions and collaborative skills develop as they join in with group activities, such as building a 'castle' with large wooden blocks. Older children begin to link sounds with letters and identify the initial sounds in words. They develop skills that they will need for the next stage in their learning, including starting school.

## Setting details

<b>Unique reference number</b>	EY493376
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	1025254
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	68
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	Daisykins Ltd
<b>Registered person unique reference number</b>	RP904953
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01788 222069

Daisykins @ Rugby Free Primary was registered in 2015. The nursery employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at levels 2 or 3. The nursery opens from Monday to Friday, 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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