

Daybreak Nurseries

Herald House, 150 Station Road, Amersham, HP6 5DW



Inspection date

15 February 2017

Previous inspection date

26 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	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

- Partnership with parents is very effective. Parents have opportunities to be involved in initial and ongoing assessments of their children's learning. They report that they receive regular and clear information about their child's development.
- A stable staff team means children are very settled within the nursery. All staff know the children well, which ensures a good continuity of care and helps support them when they move rooms.
- The manager and staff show a strong commitment towards making ongoing improvements to the quality of care and teaching.
- The quality of teaching is good. Staff have a good understanding of how young children develop. They support children well and help them to make good progress in their learning.
- Any delays in children's development are identified and addressed at the earliest possible stage. Staff work with parents and other agencies to ensure that children are supported to catch up with their peers as quickly as possible.

It is not yet outstanding because:

- Further work is needed to help staff improve their teaching and practice to a consistently high standard.
- The organisation of routines, such as during the lunchtime period, needs to be improved, so that toddlers are kept engaged in worthwhile activities, and do not become restless while waiting for their meals.

What the setting needs to do to improve further

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

- improve the systems in place for the supervision of staff, and monitoring of staff practice to ensure that the quality of teaching is consistently of a very high quality
- improve the lunchtime routine for toddlers to make sure children are engaged in worthwhile activities and do not become restless.

Inspection activities

- The inspector spoke to staff about how they support children's individual learning and how they keep children safe.
- The inspector looked at a range of documentation, including policies and procedures, staff suitability checks and records of children's progress.
- The inspector spoke to some parents and took their views into account.
- The inspector carried out a joint observation with the nursery manager.
- The inspector held a management meeting with the leadership team.
- The inspector observed the quality of teaching across the setting, and assessed how this contributed towards the progress children make in their learning.

Inspector

Carla Roberts

Inspection findings

Effectiveness of the leadership and management is good

Leaders have high expectations. They undertake regular and accurate evaluations of the quality of teaching and care provided. There are clear targeted plans in place for ongoing improvement which take into account the views of staff, children and parents. Safeguarding is effective. Robust recruitment and vetting processes ensure that staff are suitable to work with children. There are arrangements in place for the supervision of staff which focus on improvements to practice and outcomes for children. Recent targeted training is having a positive impact on the quality of teaching across the team. However, there is more scope to improve the quality of supervision and monitoring of staff practice, to make sure that teaching is of a consistently high quality throughout the nursery.

Quality of teaching, learning and assessment is good

The manager and deputy have started to analyse information about children's development to identify any potential gaps in the activities and teaching provided. They have used this information effectively to ensure that planning is more sharply targeted so that all children make progress across the areas of learning. Staff undertake regular and accurate assessments of children's development. They use this information to plan well thought out activities to promote children's learning. Staff support early language development well. They use visual prompts, gestures and eye contact to communicate with babies. They engage toddlers in dialogue during activities, providing a running commentary, and give them time to answer questions while they are playing.

Personal development, behaviour and welfare are good

Staff are extremely caring towards children. They act as positive role models, treating children as individuals and with respect. As a result, behaviour is generally good and children learn the impact of their actions on others. They learn to share resources and take turns. Staff praise children warmly on their achievements and positive behaviour which gives them a sense of pride. The nursery's daily routines help children to develop important self-care skills in readiness for school. For example, younger children are supported in serving themselves lunch, and tidy their own plates away after meals. The policies in place to support children when they become ill are well adhered to, because staff are very attentive to children's needs.

Outcomes for children are good

Children are making good progress, including those children who speak an additional language at home. Children are interested in their learning and gain good levels of independence as they can reach resources easily. Babies giggle with excitement during planned sensory activities, as they learn about colours, textures and the shapes they can make with jelly. During water play, toddlers are able to use their imaginations as they pretend that they are at a car wash. They interact with each other as they talk about what they are doing, helping them to form positive early friendships with their peers.

Setting details

Unique reference number	EY279983
Local authority	Buckinghamshire
Inspection number	1081635
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 2
Total number of places	48
Number of children on roll	41
Name of registered person	Daybreak Nurseries Limited
Registered person unique reference number	RP523617
Date of previous inspection	26 May 2015
Telephone number	01494 727701

Daybreak Nurseries Ltd was registered in 2004 and is situated in Amersham town centre in Buckinghamshire. Children aged under 30 months attend the setting. The nursery opens from Monday to Friday, all year round, from 7.30am until 7pm. A team of 18 staff work with the children. Of these, 14 hold appropriate early years qualifications. The nursery accepts funded early education for two-year-old children.

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.

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.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

