

Daybreak Nurseries

Shepherds Lane, Mill End, Rickmansworth, Hertfordshire, WD3 8JJ



Inspection date

1 March 2017

Previous inspection date

23 December 2013

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

- Staff work closely with parents to support children's learning and development. Daily verbal feedback and regular reports are provided, along with ideas for home activities to extend children's learning. Parents share information about children's achievements at home.
- Children behave very well. They share, take turns and play well with others. Children listen to staff and adhere to simple behaviour boundaries that are set.
- The environment is well resourced. Children have access to a wide range of toys and equipment. They are keen to play and explore. Children enjoy attending.
- Children's personal, social and emotional development are well promoted through regular praise and encouragement. Children make strong bonds and attachments with staff and peers and demonstrate that they are happy and settled.
- Staff have developed strong partnerships with other professionals. They work collaboratively to ensure that children's care and learning needs are consistently promoted.

It is not yet outstanding because:

- The recently introduced system for monitoring the quality of teaching is not yet fully effective. There is not enough focus on identifying with each individual member of staff what aspects of their teaching they can improve, in order to achieve excellence.
- At times, staff miss opportunities to extend children's problem solving and critical-thinking skills to the highest levels.

What the setting needs to do to improve further

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

- place a greater focus on identifying for individual staff members where their teaching needs to improve, in order to achieve excellent outcomes for children throughout the nursery
- provide further opportunities for children to solve their own problems and to develop their critical-thinking skills to the highest possible levels.

Inspection activities

- The inspector observed activities in the indoor play areas and in the outdoor play space. She conducted a joint observation with the manager and discussed the practice.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation and a range of other documentation, including policies and procedures to safeguard children's welfare, and checked the suitability of staff.

Inspector

Beverley Devlin

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a clear understanding of the procedures to follow if they have concerns about children in their care. They know the professionals to contact, and work closely with other agencies to promote the welfare of children. There are effective systems in place to ensure any new staff receive a thorough induction and are clear about their roles and responsibilities. Secure arrangements are in place for the recruitment of staff and all are vetted to ensure they are safe to care for children. The manager analyses information data to identify gaps in achievement between different groups of children. She implements and monitors effective strategies to ensure that all children make at least good progress. Self-evaluation is used and the views of staff, parents and children are valued and included to secure continuous improvement.

Quality of teaching, learning and assessment is good

Staff plan effectively for their individual children. They use observations and assessments well to help them identify if children need extra support in their next steps in learning. Staff play alongside children and ask them a good range of questions. They place a strong focus on introducing new words to help children describe what they see, hear, touch and taste. Staff use a wide range of activities, such as exploring shaving foam, dough, sand and water to encourage children to talk about what they are doing. Staff caring for babies place an excellent focus on increasing the babies' confidence and physical skills. They place a very high priority on interacting positively with them to promote their good progress. Children's mathematical development is promoted well. Older children look at the prices in the play clothes shop and show how they are learning to identify and understand numbers.

Personal development, behaviour and welfare are good

The assigned key-person system is used effectively to help children develop a close relationship with a named member of staff. Staff caring for babies know their routines and care needs very well and follow them according to parents' wishes. Children are very well supported as they settle at the nursery, change rooms and move on to school. Staff implement a flexible approach based on each child's needs. This helps children to quickly feel secure in their new environment. Children receive a healthy and nutritious diet. Staff talk to children about the importance of healthy food and exercise. Children eagerly access the outdoor play areas where they have many opportunities to further their learning and participate in physical activities.

Outcomes for children are good

Children are eager to take part and fully engage in all learning activities. All children, including those who receive funded education, make good progress from their starting points. Gaps in learning are quickly identified and effective support is given. Children are confident, highly sociable and willing to learn. Older children use paintbrushes to make marks on the tree outdoors, helping them to develop their early writing skills. This helps to prepare them well for their next stage of learning and for starting school.

Setting details

Unique reference number	EY410094
Local authority	Hertfordshire
Inspection number	1065528
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 - 10
Total number of places	80
Number of children on roll	101
Name of registered person	Daybreak Nurseries Limited
Registered person unique reference number	RP523617
Date of previous inspection	23 December 2013
Telephone number	01923 490175

Daybreak Nurseries was registered in 2010. It is one of four nurseries in a chain operated by Daybreak Nurseries Limited. The nursery employs 30 members of staff. Of these, two hold early years professional status, 18 staff hold qualifications at level 3, one at level 2 and other staff are working towards early years qualifications. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 7pm. The nursery provides holiday and out-of-school care. The nursery provides funded early education for two-, three- and four-year-old children.

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