

# Davey Day Care

Quinton Green Farm, Quinton Green, Northampton, NN7 2EG



## Inspection date

16 March 2017

Previous inspection date

23 August 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Leadership and management systems for monitoring the quality of the provision are good. Issues raised at the time of the last inspection have been addressed well. The provider and staff demonstrate a strong commitment to ensuring sustained improvement.
- Staff observe and assess children, and provide activities and support that challenge children effectively to make good progress.
- Staff ensure that children are provided with a wide range of learning experiences in the outdoor environment. Children's knowledge of the natural world is given a high priority.
- Relationships between the staff and the children are strong. Children's emotional security begins with a good settling-in period that is agreed with parents in accordance with their child's needs.
- Children at different stages of development make good progress in their communication and language development. Older children readily engage in conversation with staff, and their thinking skills are promoted effectively.
- The partnerships with parents are very strong. Parents comment positively about good communication, the rapid progress their children make, and the close relationships between staff and children.

### It is not yet outstanding because:

- Children are not fully supported in making spontaneous and independent decisions about their play.
- Children's learning with regard to different traditions, families and communities beyond their own experience is not fully promoted.

## What the setting needs to do to improve further

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

- increase opportunities for children to be more independent and spontaneous in their choice of activities and resources
- extend opportunities for children to gain a greater awareness of similarities and differences in society, and a broader understanding of different people in the wider world.

### 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 held a meeting with the provider who is also the manager of the provision. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector completed joint observations with the provider/manager.
- The inspector spoke to a small selection of parents during the inspection and took account of their views as well as the written views provided by other parents.

### Inspector

Jan Burnet

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The premises are safe and secure, and staff are deployed so that children are continually supervised. All required staff suitability checks are completed at the time of recruitment and selection, and staff members' ongoing suitability is checked regularly by the provider. Staff are trained to identify children at risk of abuse and in recognising signs of children being drawn into situations that may put them at risk of significant harm. They know the referral procedures to follow if they are concerned about a child. The provider observes staff practice to identify strengths and areas for improvement. Supervision of staff is effective in providing coaching and training for them, in order to ensure children's care and learning needs are consistently well met.

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

Staff successfully challenge children to reach the next stage in their development. Babies and very young children are supported well as they communicate through gestures, the sounds of their voices and begin to say single words. Children explore and investigate. Toddlers' favourite story is about a caterpillar and staff suggest that they create caterpillar pictures. The children are keen to make marks with paint brushes and explore the texture of glue and collage. They use their good manipulative skills to carefully place small pieces of collage onto their creations. Older children use paint to explore colour and make decisions about how colours can be changed. They use their imagination as they build with a good variety of different construction toys.

### Personal development, behaviour and welfare are good

Children play and learn in a stimulating environment, both indoors and outdoors. Their interest in the natural world is fostered extremely well. The manager recently qualified as a Forest School leader. An outdoor learning experience similar to Forest School has been created in the large nursery garden for the two-year-old children. Pre-school children's learning is also promoted in this area and in addition their learning is extended during planned sessions organised at a local forest. Sessions focus on children managing risks in a controlled environment, developing large- and small-muscle skills, cooperation and collaboration. Children's good health is promoted extremely well. Fresh food is cooked daily and meals are well balanced and nutritious. Children's knowledge about food is enhanced as they gather, prepare and eat fruit that is grown in the garden and help to collect eggs from chickens that are kept. Children behave well and play cooperatively.

### Outcomes for children are good

Children make good progress in readiness for their move on to school. They learn to manage their self-care needs independently and manage simple tasks for themselves, such as putting on their coats before playing outside. Children count while they play and older children use mathematical language. They are learning that letters represent sounds and numerals represent quantities. Pencil control is developing well and children learn to use different tools, such as scissors.

## Setting details

<b>Unique reference number</b>	EY494123
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	1072640
<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, Voluntary Childcare Register
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	60
<b>Number of children on roll</b>	70
<b>Name of registered person</b>	Davey Day Care Ltd
<b>Registered person unique reference number</b>	RP535389
<b>Date of previous inspection</b>	23 August 2016
<b>Telephone number</b>	01604 864281

Davey Day Care was registered in 2015. The nursery employs 14 members of childcare staff, of whom 11 hold appropriate early years qualifications ranging from level 3 to level 6. The nursery opens from Monday to Friday and all year round, except for bank holidays and one week over the Christmas period. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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