

Daisies Day Nursery

Rannoch House, 16 Crescent Green, Kendal, Cumbria, LA9 6DR



Inspection date

22 August 2017

Previous inspection date

10 March 2014

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

- The experienced and knowledgeable manager has a clear vision for the nursery and high expectations of the staff team. Self-evaluation is well embedded into practice and staff take responsibility for identifying improvements within their own rooms. A recent focus on phonics has made a strong impact on pre-school children's learning.
- The long standing and well-qualified staff work very well together and share an enthusiasm for their roles. They are supported well by the manager, who provides regular supervision sessions and performance management.
- Children behave exceptionally well. From a young age they learn to share, take turns and develop high levels of patience. Children highly value their peers' contributions and invite others to join in with their play ideas.
- The learning environment is bright and engaging. Diverse and thought-provoking imagery around the room aids children's learning as they refer to the different displays during their play and interactions with staff. All children make good progress in their learning.

It is not yet outstanding because:

- Some inconsistencies in the assessments made of some children's learning result in an inaccurate reflection of children's stage of learning and development. This is particularly evident when key persons change.
- The manager does not monitor the assessments made of children's learning closely enough to ensure they are consistently accurate, especially when key persons change.

What the setting needs to do to improve further

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

- create more consistency in assessments of children's learning to accurately support their continued progress
- monitor more closely the assessments made of children's learning, particularly when there are changes to key persons.

Inspection activities

- The inspector observed the quality of teaching, and the impact this has on children's learning, during play inside and outside.
- The inspector carried out a joint observation with the manager.
- 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, evidence of the suitability of staff and a range of other documentation. The inspector discussed the nursery's planning, policies, procedures and self-evaluation processes.

Inspector

Katie Sparrow

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The manager understands her responsibility to protect children and implements effective policies and procedures to support their welfare. Staff know how to recognise and report any signs that indicate a child may be at risk of harm. The manager offers good opportunities for staff to develop their skills, such as through training sessions, staff meetings and providing early years literature and publications. Monitoring of children's progress is effective in identifying where they require additional support, but less so for general assessments when there are staff changes. Partnership working is well established. The manager and staff work closely with all other professionals involved in children's care and learning. Regular information sharing helps to create a collaborative approach to children's learning.

Quality of teaching, learning and assessment is good

Children play confidently in a welcoming, well-organised environment and are keen to explore the resources independently. Staff use effective questioning to challenge older children's thinking skills. For example, they ask children to describe the snails they found and what their shells might be for. Children become absorbed in their learning as they use excellent vocabulary and creative thinking to answer staff's questions. Staff make regular observations of children's abilities and plan suitably challenging activities to support their good development. Furthermore, parents contribute to planning ideas and suggest children's interests and observations from home, linked to the termly theme. This helps parents to be involved in their children's learning.

Personal development, behaviour and welfare are good

Children settle well due to the effective settling-in procedures in place and staff's nurturing approach. Key persons gather useful information from parents about children's routine from home and early achievements when they first start, in order to help plan for their care and learning needs from the outset. This greatly supports children's physical and emotional well-being. Children display high levels of confidence and self-assurance. They proudly show off their pieces of artwork and relish the praise they receive. Children enjoy healthy, freshly made lunches and engage in conversations about healthy eating and other healthy lifestyle related topics. Children develop their risk assessment skills. They build constructions from wooden blocks and carefully navigate over them, using good balancing skills.

Outcomes for children are good

Children are motivated to learn and enthusiastically engage in their play. Babies investigate with confidence, developing their small-muscle movements and hand-eye coordination as they explore puzzles. Babies offer lots of smiles and demonstrate their feelings of safety as new people visit the room. Older children develop good literacy skills as they begin to write the letters of their name. Children are widely independent and gain a sense of responsibility, helping to set up for lunch and tidy away when needed.

Setting details

Unique reference number	EY308627
Local authority	Cumbria
Inspection number	1102011
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	49
Number of children on roll	0
Name of registered person	Susan Ann Barnes
Registered person unique reference number	RP513683
Date of previous inspection	10 March 2014
Telephone number	01539 736 343

Daisies Day Nursery registered in 2002. The nursery is open each weekday from 7.45am to 6pm, all year round. In total, 11 staff work at the nursery, all of whom hold relevant qualifications. The nursery receives funding to provide free early education for three- and four-year-old children.

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