

Inspection date

15 May 2018

Previous inspection date

16 November 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 are good. Significant improvements have been made to address all issues raised at the last inspection in relation to children's welfare, learning and development. Staff are deployed effectively to ensure children are supervised at all times. Partnerships with other early years settings are good and all records are held securely.
- Children's safety is paramount. Effective steps are in place to ensure all areas are safe and suitable, and that staff take good steps to minimise potential hazards. Children learn about their own safety and regularly practise the fire evacuation drill.
- Staff support children's learning and development generally well. They use detailed observations and assessments of children's development to successfully plan for their future learning needs. As a result, children make good progress.
- Partnerships with parents are effective. Parents and staff share ongoing information regarding children's progress and ways to continue their learning at home.

It is not yet outstanding because:

- Information gathered from parents when children start does not fully include parents' contributions about what their child can already do.
- Occasionally, during group activities, the language used by some staff is at times too advanced for younger children and those children who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance the arrangements for gathering information from parents when children start, to more clearly establish children's starting points so that this can be taken into account when planning for their future learning
- identify further ways to enhance all staff's communication skills so that they are consistently supporting every child during group activities and promoting their language development even further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact it has on children's learning.
- The inspector spoke to children and staff at appropriate times throughout the day.
- The inspector completed joint observations with the manager.
- The inspector met with the manager and deputy manager. She looked at relevant documentation, including the suitability of staff working in the nursery, and discussed the process for self-evaluation.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector

Tracey Boland

Inspection findings

Effectiveness of the leadership and management is good

Managers strive to provide high-quality care. Children remain safe through effective routines for ensuring their safety, and they play a part in completing their own assessment of risks. Managers establish thorough recruitment and routines for monitoring staff practice. Staff's knowledge continually grows through sharply focused professional development opportunities. Arrangements for safeguarding are effective. Staff are knowledgeable of their role in protecting children from harm and neglect. They are fully aware of the local child protection referral procedures. Incisive self-evaluation leads to clear identification of future development of the service, to continually enhance outcomes for children.

Quality of teaching, learning and assessment is good

Children are enthusiastic, motivated and eager to learn. Babies are curious and enjoy exploring their environment. Staff respond to their babble and support their developing language skills generally well. Younger children explore different textures. For example, they smell shaving foam, hair conditioner and baby oil and explore how they feel. Older children confidently recognise letters and link them to familiar words, such as 'yo-yo', 'yellow' and 'yoghurt'. Children use their imaginations well and re-enact familiar experiences. For example, they pretend to build their own house with foam bricks. They wear high-visibility jackets and hard hats on the 'construction site' and use small tools, such as trowels, to put pretend cement onto the bricks to build the walls. Staff skilfully ask questions while the children work to encourage their thought processes and to support their language development well.

Personal development, behaviour and welfare are good

Children's confidence and self-esteem blossom, and staff praise and encourage their good behaviour. They learn from an early age what acceptable behaviour is. Older children negotiate well between themselves. Younger children receive support and encouragement as they learn to share and take turns. The care needs of children are well met. Staff know children very well and take good steps to incorporate their individual care and medical needs into their day. Mealtimes are social occasions. Children eat a wide variety of healthy, balanced meals. They develop independence as they make choices and learn to serve their own meals. Children access fresh drinking water throughout the day.

Outcomes for children are good

Children make good progress from their individual starting points. They make marks and enjoy practising their early writing skills. Children are very motivated and engage in a wide variety of activities. They enjoy exploring their environment. Children show high levels of concentration. For example, they pour water into different sized containers and pre-empt when water will appear through various pipes and tubes. Children learn the essential skills for future learning in readiness for the move to school.

Setting details

Unique reference number	EY240005
Local authority	Warwickshire
Inspection number	1119109
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 - 4
Total number of places	115
Number of children on roll	106
Name of registered person	Daisykins Ltd
Registered person unique reference number	RP904953
Date of previous inspection	16 November 2017
Telephone number	01788 552200

Daisykins Ltd registered in 2002. The nursery is open Monday to Friday from 7.30am to 6.30pm, all year round, with the exception of bank holidays. It provides funded early education for two-, three- and four-year-old children. The nursery employs 29 members of childcare staff, 26 of whom hold appropriate early years qualifications to at least level 2.

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