

# Daisies Day Care

62 Norman Road, Northfield, Birmingham, West Midlands, B31 2EP



## Inspection date

28 June 2018

Previous inspection date

30 August 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Leaders and managers do not ensure that self-evaluation and monitoring processes are strong enough to identify weaknesses in teaching and learning.
- Methods for the supervision, coaching and support of staff to carry out their roles effectively are not entirely successful. As a result, the quality of teaching is inconsistent.
- The play programme and the tracking system are not fully effective. Staff do not always have an accurate picture of what children need to learn next. This means that planning is not always effective in helping children move on in their learning at a consistently good rate.
- Parent partnerships are not strong. Staff do not ensure there is a fully effective two-way flow of information with parents to help improve outcomes for children.

### It has the following strengths

- Children receive sound emotional support. They are happy and settled. Staff are warm and friendly and create a welcoming atmosphere for children.
- Staff support children well to develop healthy lifestyles. They provide balanced and nutritious snacks and meals. Children enjoy regular fresh air and exercise outdoors.
- Physical skills are promoted well. Children are keen to participate in a range of activities to develop their small- and large-muscle skills.
- Staff are good role models and promote sound social skills. Children behave very well. This helps to create a positive learning environment.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

	Due Date
■ ensure supervision of staff is effective and provides support, coaching and training to raise the quality of teaching to at least a good level	10/08/2018
■ implement effective systems to observe, assess and monitor children's learning and use this information to plan challenging and interesting experiences that enable children to make at least good progress	10/08/2018

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

- improve information sharing with parents about children's learning, including obtaining more detailed information about children when they join to establish a consistent approach to children's care and development
- use self-evaluation more effectively when monitoring children's progress and the quality of practice and teaching to identify clear areas to drive improvement.

### 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 spoke with staff and children during the inspection.
- The inspector completed joint observations with the nursery manager and deputy manager.
- The inspector held a meeting with the provider, the nursery manager and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Trisha Turney

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Leaders do not monitor children's achievements closely enough. They do not have an accurate overview of children's learning to identify and address any gaps in a timely way. Although staff receive some supervision and training, this has not been fully effective in helping staff to develop and improve their teaching skills. Safeguarding is effective. The manager ensures that staff are deployed well and children are closely supervised at all times. Staff are aware of the procedure to follow if they have concerns about any child in their care. This helps to promote children's welfare.

### **Quality of teaching, learning and assessment requires improvement**

Although all staff are qualified, the quality of teaching is not continually strong enough to ensure that children are fully engaged in fun, purposeful play. Activities and experiences planned for children do not always focus sharply enough on what they need to learn next. Staff observe children regularly and generally know them well. However, they do not use the information gained from observation to consistently and accurately check children's progress and plan challenging experiences for them. This means that children do not make the progress of which they are capable. Overall, staff provide a range of varied and suitable play activities which supports children's learning and development. Some staff interact and teach children well. During song time they emphasise and repeat the words clearly to babies to help develop their emerging communication skills. Staff working with older children encourage them to learn about different letters and the sounds they represent. However, not all staff are skilled in offering sufficient levels of challenge and extension of learning when children engage in practical play.

### **Personal development, behaviour and welfare require improvement**

Children feel comfortable and enjoy their time in the setting. They settle quickly and build positive relationships with staff. Parents comment on how happy they are with the provision and say that their children enjoy attending. However, although staff share general information with parents about children's time at the nursery, they do not always encourage parents to share enough information about their child when they join. In addition, due to weaknesses in assessment and planning, staff do not always share sufficient information with parents to enable them to build on children's learning at home. Appropriate support is in place for children who have special educational needs and/or disabilities. For example, staff adapt some focused activities depending on children's individual needs and attention spans.

### **Outcomes for children require improvement**

Children do not make as much progress as they can due to variable teaching and the lack of focused planning for their future learning. Babies are beginning to join in play with confidence. Early writing skills are emerging, for example, toddlers enjoy making marks with pencils and chalks. Children are gaining the basic skills to help prepare them for the next stage of their learning, including their eventual move to school.

## Setting details

<b>Unique reference number</b>	EY338950
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1139590
<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>	54
<b>Number of children on roll</b>	76
<b>Name of registered person</b>	Daisies Day Care Limited
<b>Registered person unique reference number</b>	RP906548
<b>Date of previous inspection</b>	30 August 2017
<b>Telephone number</b>	0121 4758563

Daisies Day Care registered in 2006. The nursery employs 12 members of childcare staff, nine of whom hold relevant early years qualifications at level 3. Two members of staff hold qualifications at level 2 and one member of staff holds early years teacher status. The nursery opens from Monday to Friday, for 44 weeks of the year. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three-, and four-year-old children.

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