

Diddy Daycare Croxteth

The Creative Business Academy, Liverpool L11 0AY



Inspection date	20 February 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	2
Effectiveness of 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 management team is ambitious and has a clear vision of the quality service it strives to offer children and their families. A carefully considered plan for improvement is in place. This is enthusiastically shared with the staff, who demonstrate the same commitment to the care and learning they provide for children.
- The key-person system is effective. Good relationships have been established and staff are gentle and affectionate with the children. The care provided is responsive to the needs, routines and feelings of the children. This helps the children to feel safe and secure and promotes their physical and emotional well-being.
- The nursery is very clean and well organised. Equipment is of a good quality and the playrooms and gardens provide children with varied and enjoyable learning experiences. This promotes children's good health and provides a firm foundation for their good-quality care and learning experiences.
- Staff are well qualified and experienced. They have a very secure understanding of the importance of developing children's confidence and exploratory natures through play. As a result, children are eager investigators of their world. They are developing the skills and positive attitudes to support their current and future learning.
- Staff work harmoniously together. They are polite and courteous and provide children with positive role models. Children behave well and interact with each other with growing respect. Activities, such as a bug hunt, help children to develop their understanding about the need to be gentle and care for other living things.
- The arrangements for staff supervision and development do not focus specifically on what each member of staff needs to do, to help them develop their quality of teaching to its highest level.
- While the managers monitor the accuracy of the children's individual progress, the arrangements for reviewing the progress of groups of children are still in the early stages.

What the setting needs to do to improve further

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

- refine staff supervision and monitoring, to identify precisely any individual development needs, to help each team member raise their quality of teaching to the highest level
- strengthen the monitoring of children's progress to include different groups of children, to help promote the very best outcomes for all children.

Inspection activities

- The inspector observed the quality of teaching indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held several meetings with the nominated person, the manager and other members of the organisation's extended management team.
- The inspector checked the evidence of the qualifications and the suitability of the staff working in the nursery. He also looked at children's registration records, the arrangements for self-evaluation, the records of complaints and risk assessments.
- The inspector spoke with staff, parents and children during the inspection and took account of their views.
- The inspector conducted a joint observation with the development and training officer.

Inspector

Frank Kelly

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. All staff have a comprehensive understanding of safeguarding and the steps they must take to protect children. Regular updates and training ensure they have a secure knowledge of any wider safeguarding practices. The premises are well maintained and safe. Children are well supervised. Managers seek the advice of relevant professionals before making any changes to the building. The high quality of the building materials and facilities promotes children's safety and creates a pleasant place for children to be. Partnership with parents is effective and plenty of information about the nursery and children's learning is shared. A suitable complaints procedure is in place and followed. Parents speak highly of the nursery and staff. They say they value the care and attention their children receive.

Quality of teaching, learning and assessment is good

Parents' views about what their child can do are sought when children first start. Assessment of children's progress is regularly monitored to ensure its accuracy. Planning and assessing for children's individual progress are good. Staff support children's social skills and critical thinking well. For instance, while in the garden, staff ask children about where they think they might find woodlice. When children suggest the pile of logs, staff encourage them to test out their idea. This helps children to develop the confidence to share what they know and think. Staff adapt their approach to help children by using their knowledge of each child's interests. Babies wary of visitors seek solace and snuggle in for a reassuring cuddle. Staff share a story and sing favourite songs. As a result, babies are soon at ease and confidently exploring the musical instruments, blocks and sand.

Personal development, behaviour and welfare are good

Staff support children to be independent. Babies are encouraged to crawl, stand and step, and toddlers are encouraged to share equipment. Older children learn about use of the stairway to keep themselves safe and to change their shoes to wellington boots before they go outside. Children have plenty of fresh air and exercise and learn about good hygiene and healthy eating habits as part of their daily care. A culture of respect is promoted throughout the nursery. Children extend their awareness of lifestyles beyond their immediate family. They participate in activities that help them explore cultural celebrations, such as Chinese New Year.

Outcomes for children are good

All children make good progress in their learning and development given their starting points and capabilities. They are very well prepared for their next stage in their learning. Boys eagerly use writing materials in the garden. Pre-school children enjoy counting and discussing a caterpillar's appetite during a story. Toddlers practise their physical coordination. They spoon powder paint and then use their hands to mix it with water in a tray. They delight in the feel as they create patterns and marks. Babies enthusiastically babble as staff readily respond to their squeals of glee. This helps them develop their social skills and learn about taking turns during a conversation.

Setting details

Unique reference number	EY545170
Local authority	Liverpool
Inspection number	10096289
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	56
Number of children on roll	77
Name of registered person	NSC Care Ltd
Registered person unique reference number	RP545168
Date of previous inspection	Not applicable
Telephone number	0151 546 4388

Diddy Daycare Croxteth registered in 2017. The nursery employs 15 members of childcare staff. Of these, one holds qualified teacher status and 13 hold appropriate early years qualifications at level 2, 3, 4 or 6. The nursery is open all year round, from 7.30am to 5.45pm from Monday to Friday, except for bank holidays and a week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

