

# Daisy And Jake Day Nursery

Windways, Little Sutton, Cheshire CH66 1JE



<b>Inspection date</b>	12 April 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- Managers do not ensure that practitioners identify and take effective steps to minimise risks to children's health and safety. Furthermore, they have not implemented effective routines for preventing the spread of infection.
- The key-person system is not effective enough to ensure that children's well-being is fully promoted.
- Although managers regularly observe practitioners teaching, their observations do not accurately measure the quality of the teaching taking place. As a result, practitioners are not helped sufficiently to improve and the quality of teaching is weak.
- Practitioners do not teach children consistent routines or establish clear boundaries for their behaviour. Consequently, children's positive behaviour and self-control are not promoted effectively.
- Practitioners do not accurately assess what children know, understand and can do. They do not know precisely enough what children need to learn next. Consequently, practitioners plan activities that do not help children to take the next steps in their learning.

### It has the following strengths

- Children play energetically in the outdoor area. This helps to promote their physical development.
- Parents feel well informed about children's care. For example, practitioners in the baby and toddler rooms complete individual daily diaries. They record and report information about children's food consumption, nappy changes and sleep times.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that robust systems are in place to assess and manage risks, so that the premises, equipment and resources are safe for children	03/05/2019
ensure necessary steps are taken to prevent the spread of infection	03/05/2019
make sure that the key-person system is implemented effectively, in order that children's individual needs are met	03/05/2019
improve systems for promoting children's positive behaviour, so that children consistently develop self-control	03/05/2019
use information obtained from observations of children's learning to accurately assess what they know, understand and can do	03/05/2019
ensure that teaching takes account of individual children's prior learning and focuses precisely on what they need to learn next.	03/05/2019

### Inspection activities

- This inspection was carried out as a result of a risk assessment, following information received about this provider.
- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector spoke with practitioners and children during the inspection. She spoke to parents and took account of their views.
- The inspector toured the nursery with the deputy nursery manager. She completed a joint observation with the nursery manager.
- The inspector held a meeting with the regional director, nursery manager and deputy nursery manager. She looked at relevant documentation and evidence of the suitability of practitioners working in the nursery.

**Inspector**  
Susan King

## Inspection findings

### Effectiveness of leadership and management is inadequate

Safeguarding is not effective. Managers and practitioners do not manage risks to children's safety effectively enough. For example, children play in a broken playhouse that practitioners know has been assessed as hazardous. Furthermore, practitioners do not protect children from the risk of infection effectively. For instance, they do not rigorously follow procedures for sterilising and storing children's dummies. Managers observe the well-qualified practitioners teaching. However, they do not measure the quality of teaching accurately and this means that teaching does not improve quickly enough. For example, managers do not notice that planned, adult-led activities are poorly matched to what children are ready to learn next. However, practitioners demonstrate that they know what to do if they consider that a child is at risk of harm. Managers deploy practitioners effectively, in order to ensure that requirements for adult-to-child ratios are adhered to. They ensure that information about children and families is filed confidentially. Managers have established links with specialist professionals, to help them to support children with special educational needs and/or disabilities (SEND). The recently appointed management team has evaluated the provision and has taken account of the views of parents and carers, including complaints. The management team has written an improvement plan. However, this has not been in place long enough to have measurable impact on the weaknesses in the provision.

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

Practitioners do not assess what children are ready to learn next accurately enough. As a result, they plan activities that do not provide children with appropriate challenge and that do not engage their attention. This is demonstrated when children who are at widely different stages of development participate in an adult-led literacy activity. The children do not understand practitioners' questions about written letters and the sounds they represent. They fidget, play with other toys or move away. They learn that adult-led activities are not meaningful or interesting. Children whose starting points and rates of progress are below those of other children their age are not supported effectively. Practitioners do not address emerging concerns about individual children's development in a timely way.

### Personal development, behaviour and welfare are inadequate

The key-person system is not effective. Staffing changes mean that practitioners do not yet know some of their key children well enough to fully meet their needs. Children move between key persons, groups and rooms and this does not help them to feel secure. Practitioners do not teach rules and routines effectively. This is exemplified when practitioners give out lunch plates. They ask children, 'What do we say?' but do not wait for an answer. Children, therefore, learn that they get a plate whether or not they speak politely. Children's behaviour is sometimes disruptive. For example, they lose interest in an adult-led group time and noisily empty a box of percussion instruments onto the floor. Children have access to drinking water. Practitioners ensure that children with allergies to particular foods are catered for safely. They provide an alternative if children do not like what is on the menu.

### Outcomes for children are inadequate

Children do not make good progress from their starting points because of weaknesses in the quality of teaching. They do not acquire all of the key skills that prepare them well to start school. Some children, whose progress gives cause for concern, fall further behind their peers. However, children form friendships. They often play together. Older children develop storylines for their role play. Babies and toddlers explore safely and this helps to promote their confidence. Children become independent in matters of personal hygiene before they start school.

## Setting details

<b>Unique reference number</b>	EY549103
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	10102469
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	120
<b>Number of children on roll</b>	77
<b>Name of registered person</b>	Daisy and Jake Day Nursery Limited
<b>Registered person unique reference number</b>	RP904188
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01516489131

Daisy And Jake Day Nursery registered in 2017. The nursery employs 14 members of childcare staff. Of these, three hold qualifications at level 6, three hold qualifications at level 5 and five hold qualifications at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. 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.

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