

Daffodils Nursery

58-60 Waterloo Road, Smethwick B66 4JN



Inspection date	29 April 2019
Previous inspection date	2 December 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	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 provider and deputy manager are reflective. They identify and act on areas for improvement. They are keen to extend staff's professional development and support them to be the best that they can be.
- Partnerships with parents are strong. Information is shared regularly, and parents are encouraged to be involved in their children's learning. Staff help children to choose a book from the nursery library and encourage parents to read it to children at home. Parents are invited to attend parents' evenings to discuss their children's progress, and themed coffee mornings where they learn about issues such as behaviour management. Parents speak highly of the nursery. They say that children learn lots and that the staff are lovely, really helpful and supportive of children and their families.
- The deputy manager tracks the progress made by individual and groups of children, from their starting points. She uses this information to identify any areas where children are not making their expected progress. This enables her to rapidly seek additional support where needed.
- Children learn about their local community. They take part in visits to the local park where they play on large equipment and hunt for natural resources. Older children learn how to keep themselves safe as they walk responsibly on the pavement and cross the road using the pedestrian crossing.
- The provider has not notified Ofsted of changes to his registration, specifically in relation to opening times. However, this does not have an impact on the quality of care and learning children receive.
- Staff know the children well and plan activities based on their interests. However, on occasions, some children's key person works in a different room. This means that, sometimes, newer and younger children do not consistently have their familiar adult with them on the days they attend.
- At times, activities and resources are not organised well enough to enable all children to fully participate and gain the best possible experiences from their learning.

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
gain knowledge of changes that must be notified to Ofsted.	10/05/2019

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

- enhance the organisation of activities and resources so that all children are able to participate fully and gain the best possible experiences from their learning
- refine the key-person system so that all children consistently have a familiar adult to build secure relationships with.

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

Inspector

Rebecca Johnson

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All staff are aware of the signs that may indicate a child is at risk of abuse or neglect. They know the procedures to follow if they have concerns about a child in their care, including whistleblowing. There are robust recruitment procedures in place to ensure that everyone who works with the children is suitable and eligible to work in the country. Induction for new staff is in depth to ensure that they understand their roles and responsibilities fully. Staff carry out daily risk assessments to ensure that the premises are safe and secure. Accident recording is in place. Procedures for checking when children have had an accident are appropriate and protect children's privacy. Staff benefit from regular supervision meetings to discuss their practice and identify any training needs. The deputy manager observes staff's practice and feeds back areas for improvement. She has recently introduced opportunities for staff to observe and learn from each other.

Quality of teaching, learning and assessment is good

All staff hold appropriate childcare qualifications. They provide activities for children that are based on their interests and support their next steps in learning. Children thoroughly enjoy a cutting and sticking activity. They use scissors with dexterity and name the items that they cut out from magazines. Children develop their technology skills as they use a computer to write letters and draw shapes. They work with their friends to name the letters they draw and patiently wait until it is their turn to have a go. They can name even the most complex shapes and know how many sides they have. Children develop their imagination as they play in the role-play area. They act out familiar situations, such as cooking and washing, and name familiar fruits such as grapes, bananas and apples.

Personal development, behaviour and welfare are good

Children are happy and settled. Staff are caring and recognise when children need extra support or reassurance. Most staff are bilingual, and some speak up to five languages. They sometimes speak to children in their home language, especially when a child is settling in or is a little upset. This provides children with good support and familiarity. Children behave well. They learn to share and take turns and play well together. Children share ideas as they discuss how to build a bridge with the construction bricks. They balance different sized bricks and consider which ones they think will fit and which are too big or too small. Children's health is promoted well. They enjoy outdoor activities to develop their physical skills and proudly show how they can balance, jump and hop.

Outcomes for children are good

All children make good progress and are well prepared for the next stage in their learning, including the move on to school. They use their imagination as they pretend to make pizza using foam tiles. They are proud of their creations and give them to visitors, telling them the pizza has cheese, macaroni and olives on it. They can recognise their names and learn letters and the sounds they represent during phonics sessions. Children count in a variety of situations and can count backwards from five to zero.

Setting details

Unique reference number	EY484035
Local authority	Sandwell
Inspection number	10102409
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	28
Number of children on roll	40
Name of registered person	Daffodils Nursery Ltd.
Registered person unique reference number	RP534188
Date of previous inspection	2 December 2015
Telephone number	01215332694

Daffodils Nursery registered in 2014. The nursery employs nine members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above, including two who have early years professional status and one who has qualified teacher status. The nursery currently opens from Monday to Friday, term time only. Sessions are from 8.30am until 4pm. 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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