

Miss Daisy's Nursery School

Fountain Court Club Room, Ebury Square, LONDON SW1W 9SU



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| Inspection date | 21 June 2019 |
| Previous inspection date | 1 October 2015 |

| The quality and standards of the early years provision | This inspection: | Outstanding | 1 |
|---|-------------------------|--------------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of leadership and management | | Outstanding | 1 |
| Quality of teaching, learning and assessment | | Outstanding | 1 |
| Personal development, behaviour and welfare | | Outstanding | 1 |
| Outcomes for children | | Outstanding | 1 |

Summary of key findings for parents

This provision is outstanding

- The nursery school provides an exceptional quality of care for children. Children are really excited as they start each day. They merrily greet staff and each other and eagerly explore the wide play opportunities on offer.
- Children develop close relationships with staff and each other. Staff treat children with respect and warmth and value each child as an individual. Staff listen to the children and show great interest in what they have to say.
- The highly experienced and skilled staff assess and review children's progress rigorously, in partnership with parents. They quickly identify any gaps in children's learning and implement excellent support to help to address them.
- Children's behaviour is outstanding. Children learn 'Miss Daisy's Nursery Kindness Code'. This includes joining in with tidying up, waiting turns and showing kindness to each other. Children become 'stars of the week' for excellent behaviour. This develops their feeling of self-worth.
- Partnership working with parents is exceptional. Staff offer parents excellent support and advice. Parents are fully involved in all aspects of their children's learning. Parents routinely volunteer at the nursery school, for example, by reading books to children, baking cakes and celebrating their own traditions with all children. Parents speak very positively about the nursery school and describe a strong sense of community.
- Children have wide opportunities to understand different cultures from around the world, including their own. They also understand that other children have different experiences and circumstances. For example, parents described how children returned home to tell them about the nursery school's support for a charity for children in Africa.

What the setting needs to do to improve further

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

- sustain approaches to enhancing teaching practice to secure even better outcomes for children.

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 a joint observation with the nursery school headteacher.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector held a meeting with the nursery manager. He looked at relevant documentation and evidence of the suitability of staff working in the nursery school.

Inspector

George Selvanera

Inspection findings

Effectiveness of leadership and management is outstanding

Safeguarding is effective. Staff know how to recognise and report any concerns about children's welfare. Daily risk assessments are thorough and ensure the environment is safe. Staff are highly ambitious for children and receive excellent support to develop their skills. Staff take up a wide range of professional development opportunities. For instance, all staff undertook recent training on mental health in the early years. Reflection is used superbly well to evaluate and develop the nursery school. For example, this is leading to changes to the school's environment for the new school year. The senior leader has a precise understanding of children's progress. She identifies when groups of children require extra help and takes swift action to support their development. This includes close liaison with the parents of children who speak English as an additional language to fully capture their progress.

Quality of teaching, learning and assessment is outstanding

Staff show an excellent understanding of how children learn. They encourage children's interests over time and help them to make connections between their experiences. Children across the nursery school are highly imaginative, with staff making brilliant use of the opportunities to promote learning through role play. For example, children relished working at the 'village shop' and sorting items for sale. Highly effective systems of observation and planning are implemented with outstanding results. Staff teach children a broad range of new words and continuously praise children for their use of language. As a result, all children make excellent progress in their communication and language.

Personal development, behaviour and welfare are outstanding

The key-person system is excellent in supporting children's emotional well-being. This begins with highly effective settling-in processes so children feel secure with staff. This includes families attending a 'new children's party' prior to starting, followed up with a home visit involving the key person. Staff are superb role models. Children demonstrate high levels of respect towards others and form very strong friendship groups. Children learn about nature and how things grow. For example, they loved showing off growing beans. Staff promote good health, with daily physical learning opportunities and outdoor play in the nearby park. Children also benefit from a sports teacher every Friday. Children show impeccable table manners and thoroughly enjoy eating nutritious, healthy food together.

Outcomes for children are outstanding

Children are thriving in this nursery school. They are highly motivated and willing to join in with all the activities offered. They are learning key skills in readiness for their next stage of learning. For example, all children listen attentively to stories. Older children show excellent early literacy and mathematical skills. For example, they count and compare with purpose, and recognise shapes. They can segment the sounds in simple words and blend them together. Younger children follow directions and learn to share and help each other. All children make excellent progress. This includes children with additional needs and children who speak English as an additional language.

Setting details

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| Unique reference number | EY337342 |
| Local authority | Westminster |
| Inspection number | 10066748 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Sessional day care |
| Age range of children | 2 - 4 |
| Total number of places | 30 |
| Number of children on roll | 30 |
| Name of registered person | Miss Daisy's Nursery Schools Ltd |
| Registered person unique reference number | RP535304 |
| Date of previous inspection | 1 October 2015 |
| Telephone number | 0207 7305 797 |

Miss Daisy's Nursery School opened in 1965. The current owner registered in 2006. The nursery is one of three privately owned nurseries and operates from a basement clubroom within Fountain Court, in the London Borough of Westminster. The nursery is open from 8.45am to 3pm on Monday, Tuesday and Thursday and from 8.45am to 12pm on Wednesday and Friday, during term time only. The nursery currently supports children who are learning English as an additional language and children with additional needs. The nursery employs seven members of staff. The manager and two other staff have level 6 qualifications. All other staff hold an early years qualification at level 3.

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