

<b>Inspection date</b>	16 July 2019
Previous inspection date	7 February 2019

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Outstanding</b> Inadequate	<b>1</b> 4
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 provider, manager and staff have made vast improvements since the last inspection. They are reflective practitioners who strive for excellence. Children and parents are given a voice and their opinions are valued. Older children make decisions through a children's committee. Parents appreciate the opportunity to be part of the parents' development group.
- The provider is very supportive of her staff. She encourages and supports them to continually build on their knowledge, skills and practice. As a result, she knows that she has a highly skilled workforce who ensure excellent outcomes for children.
- Behaviour is exemplary. Children learn to be tolerant of others and to respect that others may have different opinions and ideas to their own. They learn to share, take turns and be kind to their friends. Staff act as positive role models and provide gentle reminders for children to use good manners at all times.
- Children with special educational needs and/or disabilities are extremely well supported. Staff work closely with outside agencies and other professionals to ensure that children get the very best support. Staff are mindful of any additional medical conditions children may have and, where outside intervention is not readily available, implement activities to help children to overcome these.
- Parents are fully involved in the nursery. Staff share a wealth of information with them about their child's achievements. Parents are offered training, such as first aid, and take part in activities such as craft mornings and nursery rhyme challenges. They comment that staff 'always have time for parents and children'.
- Children are supported very well when they move on to school. Teachers from the local schools visit to observe children in a familiar environment and to share assessments and any pertinent information. Staff read children books about starting school. They talk to children about how they feel and tell them that it is alright to be a little worried but they will make lots of new friends.

## What the setting needs to do to improve further

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

- continue to disseminate the established planning practice in the baby room as part of the uncompromising drive for further 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 completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and 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 outstanding

Safeguarding is effective. Staff have an exceptionally good knowledge of the signs that may indicate a child is at risk of abuse or neglect. This includes wider safeguarding issues. Staff regularly attend safeguarding training and the manager has implemented additional ways to check and reinforce their knowledge. The provider and manager are both very hands on. Staff say that they are very approachable and open to any new ideas and suggestions that will enhance the quality of the provision even further. For example, a newer staff member has introduced a different, more visual way of planning activities, which staff in the baby room have totally embraced. The provider recognises that it would be advantageous to establish this throughout the nursery. Staff benefit from regular supervision meetings and appraisals. The manager monitors their practice closely and uses the information to identify any additional training that may be beneficial.

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

Teaching is inspirational. Staff plan a rich, varied and imaginative wealth of interesting and innovative activities that enhance all aspects of children's learning. Learning is closely monitored to swiftly identify where there are any gaps. Younger children take part in a music session. They learn to copy rhythms as they bang sticks together and sing familiar songs. They communicate, through gesture and sounds, which song they would like to sing next. Toddlers have much fun as they explore different fruits and squeeze them to make juice. They can name lemons, limes and oranges. Staff demonstrate to the children how they can roll the fruit to make it soft before they squash it. They develop children's language skills as they introduce new words, such as 'squeeze'. Pre-school children learn about what is happening in the world around them. They look at newspapers and discuss important events, such as the celebration of 50 years since the moon landing. Staff skilfully expand children's learning as they look at books about the planets and make rockets.

### Personal development, behaviour and welfare are outstanding

Children form close bonds with the staff. They actively seek them out to join in their games or for a cuddle if they are tired or unsure. Staff recognise and respond swiftly to children's individual needs. Children's health is given top priority. They enjoy a wealth of exciting and stimulating activities in the outdoor area which enhance their learning. For example, they grow tomatoes, pick them and eat them at snack time. Children balance on bridges and beams to extend their physical skills and develop their imagination as they explore the fairy garden and mud kitchen.

### Outcomes for children are outstanding

Children are curious and motivated learners. All children make exceptional progress from their individual starting points. Older children learn about three-dimensional shapes as they expertly transform their bodies into a rectangle and a circle. They recognise which is the biggest and the smallest. All children thoroughly enjoy looking at books and listening to stories. Children learn skills that prepare them extremely well for the next stage in their learning, including the move on to school.

## Setting details

<b>Unique reference number</b>	EY488978
<b>Local authority</b>	Dudley
<b>Inspection number</b>	10096733
<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>	1 - 4
<b>Total number of places</b>	45
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Little Daisies (Woolaston) Limited
<b>Registered person unique reference number</b>	RP908191
<b>Date of previous inspection</b>	7 February 2019
<b>Telephone number</b>	01384 442854

Little Daisies registered in 2015. The nursery employs 11 members of childcare staff. All are qualified at level 2 or above, including five at level 3, one at level 4 and one who holds qualified teacher status. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am to 6pm. The nursery offers funded early education for two-, three- and four-year-old children.

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