

Daisy & Jake Day Nursery

185 Spital Road, WIRRAL, Merseyside CH62 2AF



Inspection date 24 July 2019
Previous inspection date 12 July 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 manager implements the corporate policies and procedures effectively. Staff are well supported and receive a wide range of vocational training to help develop their childcare skills. Staff are enthusiastic and caring as they strive to provide good-quality care and learning for children.
- Key-person systems are very effective. Care given is attentive and gentle. Babies who have just started are fully engaged and secure in an emotionally warm and welcoming environment. Children of all ages are happy and full of enthusiasm while in the nursery. Consistent good models of behaviour presented by staff help children learn about the needs of others. Children's behaviour is good.
- Accurate assessment is undertaken and staff provide many interesting and pleasurable experiences that encourage children to use their imagination. Teaching is consistently good throughout the nursery. This is particularly effective for two-year-old children, who are supported to concentrate and learn actively. There is a range of toys, activities and creative media in all rooms. Children are free to explore and use this equipment throughout the day.
- Partnerships with parents are very good. Parents are extremely pleased with the care staff provide and the way their children make good progress in their learning. They like the feedback from staff and the way children are supported as they move rooms in the nursery and in readiness for their move to school.
- Sometimes, some staff overlook chances to identify when to ask questions or allow children to answer during their play. This prevents staff from skilfully reshaping tasks to support children to build on their learning.
- Staff do not deploy all resources effectively to represent the cultural identity of the children cared for. There is scope to extend activities to help children widen their understanding of diversity within today's society.

What the setting needs to do to improve further

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

- support staff to develop their listening skills, to enable them to reshape activities and ask questions that help children to gain explanations that improve their learning to the highest level
- consider ways to improve how resources are organised and activities that help children gain a positive sense of themselves, and a greater understanding of the wider diversity beyond their immediate family and communities.

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 manager, the deputy manager and other members of the registered organisation's extended management team.
- The inspector checked evidence of the qualifications and suitability of the staff working in the nursery. He also looked at children's records, fire safety records, and a range of other regulatory documentation, policies and procedures.
- The inspector spoke with children, staff and parents during the inspection and took account of their views.
- The inspector conducted two joint observations with the nursery manager.
- The inspector viewed the equipment being used on the day of the inspection.

Inspector

Frank Kelly

Inspection findings

Effectiveness of leadership and management is good

The nursery is well maintained and presented. For example, regular fire drills and testing of the detection system are undertaken. Children remain supervised by well-qualified staff and effective staff deployment ensures they gain good support. Recruitment and vetting procedures are robust. Corporate procedures ensure staff gain an effective induction, so they understand their roles and responsibilities. Regular meetings and training opportunities support staff in their professional development. This helps staff to further improve their teaching skills. Safeguarding is effective. A range of policies and procedures and regular updates mean that staff are confident with the steps to take should a child be at risk of harm. This promotes children's safety and well-being. The management team regularly reviews and monitors children's achievement and the quality of the curriculum. There is an ongoing programme improvement and plans, such as the refurbishment of the garden, are underway. Staff receive additional funding to enable them to replenish and extend the range of equipment and creative media for the children.

Quality of teaching, learning and assessment is good

Staff know children very well. Senior staff model to their colleagues ways to introduce imaginative play. For example, they encourage pre-school children to build a model rocket. Small-group activities help children get ready for move to school, and to count and group items. The use of real apples and potatoes adds to the children's enthusiasm. Staff provide activities that promote children's communication, language and social skills. For instance, babies become enthralled when staff sing familiar jingles while using finger puppets. Staff understand the importance that tactile activities provide to develop children's curiosity and learning skills. Toddlers become absorbed as they explore, paint, water and cornflour gloop.

Personal development, behaviour and welfare are good

Children form extremely strong attachments with staff. Their giggles and excited chatter when they arrive show that they feel safe. Staff are attentive and caring. They ensure that children's unique care needs, such as nappy changes, are efficiently attended to. Children play well with each other and enjoy engaging with staff and visitors. They willingly join in group games with the parachute or take a pretend bus trip. Such activities help children learn to listen and follow instructions. Daily opportunities to be physically active include running, climbing, balancing and catching balls. Staff praise toddlers for trying to put their shoes on. Pre-school children enjoy being given tasks, such as refilling the water jug.

Outcomes for children are good

Staff ensure children are physically and emotionally well prepared for their move to school. Children of all ages are making good progress. Staff ensure that any child who may need additional support is provided with this swiftly. Pre-school children are eager to spell their name on a laptop and draw pictures. Toddlers and babies show confidence in their play and have an opportunity to concentrate as they explore their world. Children are developing the skills for future learning, such as having a go and trying again.

Setting details

Unique reference number	EY390819
Local authority	Wirral
Inspection number	10115415
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	130
Number of children on roll	189
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Date of previous inspection	12 July 2018
Telephone number	01513431007

Daisy & Jake Day Nursery registered in 2009. The nursery employs 37 members of childcare staff. Of these, 24 hold appropriate early years qualifications at level 2, 3 and 6, including one with qualified teacher status and one with early years teacher status. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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