

Sunshine Daisy Nursery

Priory Farmhouse, Andwell, HOOK, Hampshire RG27 9PA



Inspection date

14 August 2019

Previous inspection date

9 July 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This is a provision that requires improvement

- The provider has not effectively monitored the overall quality of the provision, including the work of leaders who take lead responsibility for overseeing safeguarding matters and assuring the suitability of new staff.
- Leadership is not fully effective in providing staff with the support and guidance they need so that they fulfil the requirements of their roles effectively, with regard to information-sharing to promote children's welfare.
- Teaching is strong across the nursery. However, staff do not consistently make full use of their questioning to encourage children's good thinking and learning further and provide higher levels of challenge.

It has the following strengths

- The experienced and well-qualified staff team uses its good knowledge of children's needs and ongoing training successfully to motivate children in their learning. It observes children regularly and assesses their development accurately. Children make good progress from their individual starting points.
- The role of the key person is strong and staff are attentive to children's individual needs. They promote a nurturing environment that effectively supports children's confidence and fosters high levels of self-esteem and a sense of belonging.
- Partnerships with parents are effective and support good information-sharing that ensures children's care and learning needs are met well. Parents comment positively on the quality of the provision and feel fully included in children's learning.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due date
ensure there are effective systems in place to monitor the quality of the provision, including the work of leaders who hold lead responsibilities in safeguarding and recruitment of staff, so that children's welfare is effectively promoted	25/09/2019
improve systems to monitor staff knowledge and understanding, and provide effective support so that staff share information about children in a timely way and fulfil the responsibilities of the roles to a high standard.	25/09/2019

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

- strengthen teaching further by supporting staff to recognise and make the most of learning opportunities, to fully challenge and extend children's learning.

Inspection activities

- The inspector observed children's play during indoor and outdoor activities.
- The inspector looked at a sample of documentation, including staff suitability checks, incident records and records that relate to information-sharing with other agencies. She spoke to staff about how they implement the policies and procedures.
- The inspector spoke with the staff, children and parents at appropriate times during the inspection. She held a meeting with the provider and members of the leadership team.
- The inspector conducted a joint observation of a painting activity.

Inspector
Melissa Cox

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. Staff demonstrate an awareness of the signs that may indicate a child is at risk of harm. They show a suitable knowledge of who to refer their concerns to. Staff suitably maintain records that relate to children's welfare, although this information has not always been shared in a timely way, when necessary, to ensure children's well-being. The provider has recently taken steps to address this. The manager ensures that all staff and people working on the premises have undertaken Disclosure and Barring Service checks. However, leaders have not implemented the nursery procedure for the safe recruitment of staff effectively to assure staff suitability fully. For example, information supplied on references is not robustly checked. However, unchecked staff are not left with children unsupervised. Staff supervision opportunities support staff to develop their teaching skills further. However, these have not identified weaknesses, such as in how staff, including nursery leaders, work with partner agencies to promote children's well-being.

Quality of teaching, learning and assessment is good

Staff create an inviting learning environment that reflects children's interests well. Teaching effectively meets the varied needs of the children and supports them to work towards their next steps in learning. Children have good opportunities to be creative. For example, older children create silhouettes of African landscapes, expertly blending paint colours to represent the sunset. Toddlers use resources creatively. For example, they mould small pieces of play dough into the shapes to make patterns. Training is used well to support the needs of the children. For example, 'language champions' monitor children's progress in communication successfully and target support when needed.

Personal development, behaviour and welfare require improvement

Staff are not fully confident in how to implement some policies and procedures, which has an impact overall on how well staff promote children's welfare. Despite this, children show they have settled into nursery life well. They enjoy exploring the well-resourced garden and manage risks safely, such as climbing and balancing on challenging equipment. Children benefit from opportunities to learn about cultures of their friends at nursery, such as by families visiting and sharing their home experiences. Staff are positive role models for children and sensitively support them to manage their feelings and behaviour. Good attention is given to support children's additional dietary needs. Children eagerly tuck into healthy and nutritious home-cooked meals. They develop their independence from a young age, such as feeding themselves or serving their own food.

Outcomes for children are good

Children are enthusiastic learners who persist at tasks and show positive attitudes to learning. They enjoy the company of their friends and behave well. Babies enjoy engaging singing sessions and clap along to the rhythm of the music. Toddlers confidently use a wide range of tools as they play with sand and water outside. Older children recognise numbers and use these to count in sequence. They listen well and confidently match the sounds they hear to the images in a sound lotto game. All children are prepared well for their next stage in learning, including school.

Setting details

Unique reference number	EY472937
Local authority	Hampshire
Inspection number	10108880
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	44
Number of children on roll	71
Name of registered person	Daisy Nursery Ltd
Registered person unique reference number	RP907614
Date of previous inspection	9 July 2014
Telephone number	01256761557

Sunshine Daisy Nursery registered in 2014 and is located in Andwell, in a rural area close to Hook, Hampshire. It is open Monday to Friday from 7.30am to 6pm for 51 weeks of the year. The nursery employs 12 staff. Of these, two members of staff hold early years teacher status (EYT), two further staff hold early years professional status (EYPS) and three staff hold qualifications to level 6. In addition, nine staff hold qualifications to level 3. The nursery receives funding to provide early education for children aged, two, three and four years.

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