

# Inspection of Daisy And Jake Day Nursery

Windways, Little Sutton, Cheshire CH66 1JE

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Inspection date: 24 September 2019

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Inadequate

## **What is it like to attend this early years setting?**

### **The provision is good**

Leaders, managers and practitioners have worked with vision and ambition to improve the provision since the last inspection. This is demonstrated well by children's eager engagement with activities that interest them and promote their progress. Practitioners understand how children learn. They interact with children in a caring and positive manner. Children behave well.

Practitioners are supportive of each other and work together well as a team. Managers help the well-qualified practitioners to continuously extend their professional knowledge. However, there is scope to make the individual performance targets for practitioners more precise.

Parents praise the nursery's systems for helping new children to settle in. For example, they say that practitioners gather detailed information about children's preferences and care routines. Parents feel that their views are welcomed and valued by the team. This is illustrated by the outcomes displayed for parents on the 'you said, we did' board.

Children play outdoors every day. They develop physical stamina and fitness. For example, they play chasing games with practitioners and each other. Sometimes, however, practitioners do not promote pre-school children's early writing skills precisely enough. Children plant and care for flowers in the nursery garden. This helps them to learn about change and growth.

## **What does the early years setting do well and what does it need to do better?**

- Leaders and managers have taken swift and effective action to address the weaknesses identified at the last inspection. For example, there is a clear key-person system that includes a named 'buddy'. This means that everyone knows who is responsible for meeting children's individual needs if the key person is not present. This helps children to feel secure.
- Practitioners plan activities that help children to achieve the next steps in their learning. This is demonstrated when toddlers gather on the carpet to play 'what is in the bag?' Practitioners create a sense of anticipation and children demonstrate a high level of involvement. Practitioners differentiate their teaching accurately. For instance, the youngest children hear practitioners say and repeat the names of the items in the bag. Older toddlers are skilfully encouraged to describe the items. This helps children to expand their vocabulary and extend their speaking skills in an enjoyable and meaningful context.
- Practitioners benefit from the provider's training programme. This helps them to continuously extend and refresh their professional knowledge and understanding. Managers supervise the performance of practitioners and help

them to improve. However, on occasion, the next steps for practitioners do not focus sharply enough on raising the quality of teaching to exceptional levels.

- There are well-established rules and routines throughout the nursery. This helps children to understand the expectations for their behaviour. Practitioners actively promote children's independence. For instance, in the room for children aged two to three years, children confidently pour their own drink and place the cup to be washed.
- Managers and practitioners follow clear systems for minimising risks to children's health and safety. For example, practitioners make daily checks of the premises and equipment and report any concerns. Managers check all records of injuries to children. This helps them to identify avoidable accidents and to modify procedures accordingly.
- Children of all ages look at books and listen to stories. Practitioners read to them in a lively and well-paced manner. This helps children to discover that reading is pleasurable. Pre-school children learn to link written letters to the sounds that they represent. This helps to promote their early reading. However, sometimes, practitioners do not teach pre-school children really effectively to develop the physical skills they need for early writing.
- Children eat healthy food at the nursery. Managers share information effectively about children's allergies to particular foods. Kitchen and childcare staff follow consistent routines. This means that children eat food that is safe for them. Practitioners help children to make choices that contribute to their good health. For example, they help children to decide whether they need to wear a coat when they play outside.

## Safeguarding

The arrangements for safeguarding are effective.

The provider trains managers and practitioners to understand and follow local procedures for child protection. They know what to do if they suspect that a child is at risk of harm. The provider has established an effective whistleblowing policy. Practitioners confidently describe what they must do if they have concerns about a colleague's behaviour towards a child. New practitioners undergo careful vetting and induction as part of the provider's safe recruitment procedures.

## What does the setting need to do to improve?

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

- make better use of systems for performance management, so that the next steps for the professional development of practitioners show really precisely what they need to improve
- strengthen techniques for teaching early writing in the pre-school room.

## Setting details

<b>Unique reference number</b>	EY549103
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	10103934
<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 to 3
<b>Total number of places</b>	130
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Busy Bees Nurseries Limited
<b>Registered person unique reference number</b>	RP900821
<b>Telephone number</b>	01516489131
<b>Date of previous inspection</b>	12 April 2019

## Information about this early years setting

Daisy and Jake Day Nursery registered in 2017. It is part of the Busy Bees group. The nursery employs 14 members of childcare staff. Of these, one practitioner holds a qualification at level 6, eight practitioners hold qualifications at level 3 and one at level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Susan King

## Inspection activities

- The inspector and the manager held a meeting to plan the inspection. They conducted a learning walk.
- The inspector completed a joint observation with the manager. She spoke with practitioners about individual children's development and well-being.
- The inspector spoke with practitioners and children. She observed routines and activities.
- Five parents spoke with the inspector. They shared their views about the nursery. The inspector took account of these as well as written feedback from parents.
- The inspector held a meeting with the nursery manager, the deputy manager and two senior managers representing the provider. She discussed systems for evaluating and improving the nursery.

We carried out this inspection 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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