

# Inspection of Miss Daisy's Nursery School, Brook Green

Methodist Church Hall, 108 Lakeside Road, London W14 0DY

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Inspection date: 7 February 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and settled, and enjoy making independent choices throughout the session. They show confidence as they explore the activities on offer. Children learn to share, take turns and play with each other. They develop important skills, such as washing their hands independently, helping themselves to snack and pouring their own water. This helps them to become more independent and confident. Staff are good role models for the children. They treat them, each other and the parents with respect. Children build very positive relationships with the staff and their peers, which helps them to feel confident and secure. Staff provide a play-based curriculum which takes account of children's interests. For example, when children show an interest in the solar system, staff plan a variety of age-appropriate activities to support their learning. The children enthusiastically engage in making planets with play dough and building a rocket. Partnership with parents and carers is strong. This provides continuity of care. Staff understand their personal responsibilities to protect children, which contributes to their safety and personal development.

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

- Staff work in close partnership with parents, the local authority and other agencies. This has a positive impact on the children's learning and development. The managers and staff gather information about each child's individual needs prior to them joining the setting. This includes allergies, dietary requirements, interests and support needed. This contributes to children's safety and well-being. Typical comments from the parents were, 'My child is very happy here,' and, 'I know what my child is learning and can help at home.' Parents are very satisfied with the services provided.
- Children's communication and language skills are promoted well. Staff repeat, model and introduce new vocabulary. When listening to stories, children demonstrate very good listening and attention skills. Children are supported to count items and use simple mathematical language when threading or looking for treasures in the sand tray. Children develop their physical skills by participating in music and movement sessions, playing football and by using gardening and mark-making tools.
- There is a range of excellent resources available both inside and outdoors. They cover all areas of learning and are suitable for the ages of children attending. The children readily engage with the activities on offer. Visual time tables and technological toys are used to support children's learning and development. Children participate in stimulating group work. However, there are times when some staff miss opportunities to engage quieter children in the group.
- Children's good health is promoted well. They enjoy a variety of healthy and nutritious snacks. Children are encouraged to wash their hands before they eat.

They also take part in a range of physical activities.

- Overall, staff support and challenge children well, as they choose their own activities and play. As a result, children make good progress in their development. However, there are occasional inconsistencies across the staff team, and potential for them to take children's learning further.
- Staff use observations and parents' input to plan activities and what children need to learn next. All children make good progress from their starting points. Strategies are in place to support children's transition to school. Staff promote independence, literacy and mathematical development. Some of the older children learn letters and numbers. Children's progress in all areas of learning is typical for their age.
- The manager and staff have high expectations, overall, for the children's learning and their readiness for school. The management team has put effective strategies in place to support the manager with the running of the setting. Detailed policies and procedures underpin daily practices. The manager comments that she is well supported by the management team. Staff feel valued and work well as a team. They appreciate senior leaders' investment in their ongoing training. Procedures for recruitment and ongoing training are excellent.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are confident to identify risks that would pose a threat to children's well-being. They are clear about the procedures to be followed should they have a concern about a child's welfare. Staff attend safeguarding training regularly to keep their skills up to date. There are rigorous recruitment procedures in place. This ensures that staff are suitable to care for children. Regular risk assessments ensure that the premises are as safe as possible. Staff are placed at the door at arrival and departure times to monitor people who access the premises. Doors are securely locked during the sessions.

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

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

- consider how the high levels of support and challenge for children, as they play, can be embedded securely and consistently across the whole provision
- strengthen opportunities for all children to remain focused when participating in group activities.

## Setting details

<b>Unique reference number</b>	EY458477
<b>Local authority</b>	Hammersmith & Fulham
<b>Inspection number</b>	10106619
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Little Owls Nursery School Ltd
<b>Registered person unique reference number</b>	RP904245
<b>Telephone number</b>	0203 266 0044
<b>Date of previous inspection</b>	22 January 2014

## Information about this early years setting

The setting opened as Little Owls Nursery School in 2013 and in January 2014 the name was changed to Miss Daisy's. The nursery is privately owned. It is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery operates from a church hall in the London Borough of Hammersmith and Fulham. It is open from 8.45am to 3.15pm Mondays to Thursdays and from 8.45am to 12.30pm on Fridays, during term time only. The nursery supports children with special educational needs and/or disabilities and those who are learning to speak English as an additional language. The nursery receives funding for early education places for children aged three and four years. The nursery employs nine staff, including the manager, six of whom hold appropriate early years qualifications.

## Information about this inspection

### Inspector

Rosie Roberts

## Inspection activities

- The inspector looked at a range of documentation, including safeguarding policies, training certificates and evidence of suitability checks.
- During a learning walk, the inspector and the manager talked about how the setting delivers the curriculum, and the rationale for the resources available.
- The inspector had a meeting with the manager to discuss recruitment procedures, risk assessments and continued professional development for the whole team.
- The inspector carried out a joint observation with the manager.
- The inspector talked to several staff to ascertain their knowledge of safeguarding.
- The inspector observed children's activities inside and outside, and evaluated the quality of teaching.
- The inspector talked to staff, children and parents at appropriate times.

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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