

Inspection of Daffodils Day Nursery

23-27 Parchmore Road, Thornton Heath, Surrey CR7 8LY

Inspection date:

22 July 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children of all ages are happy and settle quickly on arrival. They receive a warm welcome from staff that helps them to feel safe and reassured. Staff foster children's language skills effectively as they talk to the children and ask them age-appropriate questions. For instance, during role play, staff engaged babies in conversation while they pretended to make a cup of tea. Staff encourage children to sing nursery songs, which children enjoy. There are many opportunities for children to practise their independence and self-care skills. For example, babies have a go at feeding themselves and holding their own water bottle. Older children learn to manage their hygiene and personal needs. Children have regular fresh air and exercise, supporting their good physical skills. For instance, babies use ride-on cars and manoeuvre these with increasing confidence in the garden. Older children take delight as they climb the slide and balance on wooden planks. Children eat nutritious snacks and home-cooked meals, which contribute to their healthy lifestyles.

Generally, children have positive attitudes to learning. However, on occasion, noise levels become rather high. This has a negative impact on children's learning and behaviour. For example, during a group activity, the high noise levels led to some pre-school children losing their concentration. Children became restless and bored. This limits the progress that children make in their learning, including those with special educational needs and/or disabilities. However, in other group activities, children engage well in counting, sorting and matching games, supporting their mathematical skills effectively.

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

- The provider offers staff some coaching and training. However, this arrangement is weak, resulting in varied performance and teaching practice. Staff who have completed first-aid training increased their confidence in dealing with children's accidents.
- Some staff have insufficient knowledge of how to deal with children's behaviour, particularly with toddlers. For example, they set out unrealistic expectations around children's behaviour, even when children have already lost interest in the activity. This does not promote children's learning effectively.
- Staff observe and assess children's progress appropriately. However, some staff do not make effective use of the information gained to plan suitably challenging activities. For example, during a group activity they set far too difficult tasks, resulting in children losing interest and motivation. This reduces opportunities for all children to make good developmental progress.
- Parents are happy with the service they and their children receive. They commented on how well the provider responds to their feedback and praised

how staff inform them about their child's learning.

- Staff provide children with a wide range of toys and equipment that enable them to develop their creativity and imagination well. For instance, toddlers had fun washing baby dolls using flannels and sponges. Pre-school children also enjoyed playing with water and made comments, such as 'Wow, I can see the water' and 'There's too much of it', to express their delight.
- Children's early writing skills are developing at a rate that is typical for their age group. They show this by making marks on paper and chalkboards for different purposes.
- Staff follow appropriate hygiene routines. For example, they ensure toys and equipment are cleaned regularly to reduce the risk of cross-infection and promote children's good health.
- Children have some opportunities to hear and use other languages, such as Spanish. This helps to raise their awareness of the world around them.
- The provider does not evaluate the provision effectively enough, such as the quality of education and children's behaviour and attitudes. She failed to identify that, on occasions, noise levels become rather high in some rooms, affecting children's learning and behaviour. However, she is keen to improve this practice and has made recent appointments of qualified and experienced staff to help to raise the standards.

Safeguarding

The arrangements for safeguarding are effective.

The provider follows safe recruitment procedures to check that staff are suitable to work with children. There are accurate records of children's attendance in the setting that enable staff to monitor for any concerns. Staff attend safeguarding training. They have sufficient knowledge of what to look out for and how to share concerns to keep children safe from harm. Staff deployment is suitable. Children receive appropriate supervision from staff, keeping them safe and reassured. Staff assess the setting for potential risks to protect children's welfare. For example, they remove unsuitable toys and equipment that are accessible to children.

What does the setting need to do to improve?

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

	Due date
improve coaching to ensure each member of staff receives effective support, guidance and training to improve their performance and the quality of education	16/09/2021

improve staff's knowledge of how to support children's behaviour more effectively to help them to manage their feelings and actions positively	16/09/2021
improve the process of observations and assessments to ensure staff provide children with suitably challenging activities to help them to make good progress.	16/09/2021

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

- consider ways to reduce the indoor noise levels to support children's learning and behaviour effectively
- evaluate the setting rigorously in order to identify and address weaknesses in the quality of education and behaviour management.

Setting details

Unique reference number	EY563425
Local authority	Croydon
Inspection number	10191572
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	116
Number of children on roll	98
Name of registered person	Thornton Day Nursery Ltd
Registered person unique reference number	RP563424
Telephone number	07824536405
Date of previous inspection	Not applicable

Information about this early years setting

Daffodils Day Nursery registered in 2018, and is located in the London Borough of Croydon. The nursery is open Monday to Friday, from 8am to 6pm, for 51 weeks of the year. There are 27 staff members. Of these, two have qualified teacher status and 16 hold childcare qualifications from level 2 to level 3. The nursery provides funded early education for children aged two-, three- and four-years-old.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector completed a learning walk with the provider and deputy manager across all areas of the setting to understand the setting's curriculum and how staff implement this.
- The deputy manager and inspector completed two joint observations. Together, they evaluated the impact of the activities on children's learning and development. The provider was involved in the evaluation of the activities.
- Parents spoke with the inspector and shared their views on the setting.
- The inspector held meetings with the provider and deputy manager to discuss how they operate the setting. She scrutinised a range of relevant documentation, including training and first-aid certificates, evidence of the suitability of staff and safeguarding policies.
- The inspector tracked the experiences of children, and discussed their progress with staff.

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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