

Inspection of Daisybank Day Nursery Ltd

Somersby House, Somersby Court, Carrwood Road, Bramhall, Stockport, Cheshire SK7 3EJ

Inspection date: 12 January 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

The children have really warm relationships with all the staff. Due to COVID-19, parents drop their children off at the front door. The children have adapted to this and bounce in, cheerily greeting their friends. The nursery is based in a converted house. The many domestic pieces of furniture and the use of the dining kitchen by the children at mealtimes, gives the provision a very homely feel.

Encouraging outdoor play is a key part of the nursery's ethos. Children spend a considerable amount of time in the carefully organised, wooded garden or the local parks. They are encouraged to safely take calculated risks. For example, they skilfully climb on the low tree branches or scale the large ladder to access a wooden platform and slide. The outdoor curriculum is designed to introduce children to new concepts and develop their self-confidence. For example, staff trained in outdoor learning show children how they safely light a fire. Children are also encouraged to care for a range of animals, including ducklings, chicks and lambs. Staff understand that children must develop their muscle strength, coordination and small-muscle skills before mastering the finer skill of learning to write. Outside play also provides daily opportunities for children to become increasingly independent as they practise putting on their outdoor clothing.

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

- The managers assign core staff to individual group rooms, so they get to know the children well. They also identify staff's strengths and encourage them to use their skills, to enhance the nursery experience for all children. For example, staff who play musical instruments lead music sessions and staff trained in physical fitness lead sports sessions across all age groups.
- Staff undertake regular assessments of children's abilities. They identify next steps in children's learning and use these to plan activities. The special educational needs coordinator (SENCo) has a good understanding of any children where the nursery has identified initial concerns about their development. The staff liaise with parents and other professionals as appropriate. The SENCo helps staff make plans to adapt the curriculum to meet the children's learning needs, while further assessments are undertaken.
- Most staff have excellent skills in encouraging children to think for themselves and solve problems. For example, children work together to mend their camouflage den and find ways to successfully attach the canopy. Staff extend children's understanding. They refer back to past learning. For example, they remind children about when they looked at how igloos are made. Children attempt to make their own structures and experiment, with staff's help, in making the structure less wobbly.
- The management team have implemented staff appraisals and supervision

sessions. Some room leaders have a detailed knowledge of how they are supporting the room staff they manage. They frequently give precise feedback which is aimed at building teaching skills. However, other staff are not given this level of regular support to raise their teaching to an even higher level.

- Most staff have a clear understanding of why activities have been planned and how these build on what children know and can do. However, others are less sure. This means that, although all children enjoy the activities provided, some staff are less able to support children to make the most progress.
- Parents describe the nursery as, 'like a second home'. They say their children are always excited to attend and they praise the 'exceptional outdoor activities'. They describe the staff as 'nurturing'. Parents feel they have very good communication with staff, either at handover times or via the online system. They are very clear who their child's key person is, even where this has recently changed. They have good information about what their child is learning.
- Children behave well. They understand the routine of the day and the simple rules, such as using 'kind hands'. Staff use coloured cards as prompts for some children, to stop and think about what they are doing. Staff use activities to actively teach children how to cooperate and play together. Children and adults show respect for each other.
- Children are provided with nutritious, freshly prepared meals. The dining experience is very calm. All children, including babies, successfully feed themselves. Staff clearly know which children have food intolerances and prepare their meals separately where necessary.

Safeguarding

The arrangements for safeguarding are effective.

The managers and staff recognise their individual responsibility to keep children safe and what would constitute a safeguarding concern. They understand the need to work as part of a multidisciplinary team to protect children they may be concerned about. Staff are reminded of the importance of keeping information confidential and have secure places to store documents. The management team deploy staff effectively, to ensure appropriate child-to-adult ratios are maintained. All staff have first-aid training and food hygiene training. This supports their understanding of how to keep children safe and what to do in an emergency.

What does the setting need to do to improve?

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

- strengthen all staff's understanding of the learning intention for planned activities
- build on the arrangements for professional development to provide all staff with regular support, so that they can improve their teaching practice even further.

Setting details

Unique reference number	EY363031
Local authority	Stockport
Inspection number	10218426
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	43
Number of children on roll	57
Name of registered person	Daisybank Day Nursery Limited
Registered person unique reference number	RP906683
Telephone number	0161 439 4726
Date of previous inspection	15 May 2018

Information about this early years setting

Daisybank Day Nursery Ltd registered in 2008. The nursery employs 12 members of childcare staff. Of these, one holds an appropriate childcare qualification at level 6, two at level 5, one at level 4 and four at level 3. One member of staff holds qualified teacher status and one member of staff has a level 3 forest school qualification. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah Rhodes

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 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 observed the quality of education being provided, both inside and outside. She assessed the impact these activities had on children's learning. She completed a learning walk with the manager to discuss how the curriculum is planned and implemented.
- A member of the management team and the inspector completed a joint observation of an adult-led learning activity. They discussed how the teaching observed extended children's understanding and linked into the learning intentions for the children.
- The inspector held a meeting with the nursery management team. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- A number of parents spoke to the inspector during the inspection. The inspector took account of their views.
- Staff and children were spoken to by the inspector during the inspection. Staff explained why they were undertaking some activities and how they worked with individual children.

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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