

# Inspection of Diddy Daycare Croxteth

The Creative Business Academy, Liverpool L11 0AY

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Inspection date: 21 April 2022

<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, well cared for and safe in this warm and welcoming nursery. They are supported by an enthusiastic and deeply passionate staff team. Leaders and staff put children at the heart of everything they do. Children play in bright, clean and well-resourced environments. They make independent choices from a wide range of age-appropriate toys. Children are inquisitive and eager to join in with the activities and experiences offered. They demonstrate great curiosity and an infectious enthusiasm for learning. For example, toddlers delight in exploring the texture of paint. They encourage the inspector to join them as they mix the paint, allowing it to run through their fingers while describing it as 'runny' and 'cold'. Pre-school children take the inspector to their role-play dental surgery. They explain to her why it is important for her to brush her teeth so as to avoid 'extractions'.

Leaders, managers and staff have high expectations for children. They talk to children about their feelings and encourage them to resolve any minor conflicts that may occur. Children show kindness and respect towards each other and staff. They are very well behaved and supportive of each other.

Children's communication and social skills have been affected as a result of the pandemic. Staff are aware of this. They have developed a curriculum that focuses intently on these areas to help to swiftly close any gaps that may have emerged in children's development. As a result, children continue to make good progress.

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

- The manager understands the importance of staff training and professional development. She holds regular one-to-one meetings with staff, where she discusses their teaching practice and their well-being. Staff access training that improves their teaching and knowledge. They are highly valued and report that they feel supported, both professionally and personally by their managers.
- Staff have a very good understanding of the children in their care. They carefully plan activities and experiences based on children's interest and their understanding of what children need to learn next. Staff clearly identify the learning that they expect to take place when planning and providing activities. For example, in response to a child's interest in bumblebees, staff provide dough and encourage children to talk about the shape and characteristics of bees, while practising using their manipulative skills as they shape the dough.
- Staff manage the care of babies well. They implement flexible routines that mirror those from home and consistently share positive interactions with babies. For example, staff keep eye contact, talk and sing while changing babies' nappies. Key persons build close relationships with babies from the start. The

use of comfort items from home helps babies to feel emotionally secure.

- Staff are always on hand to celebrate children's achievements. For example, staff sensitively encourage hesitant babies to try new experiences, such as exploring the aroma and texture of jelly. Staff care deeply about the children and want the best for them. However, this occasionally means that some staff offer their support too quickly and do not consistently embrace opportunities to challenge children to extend their thinking and skills even further.
- Staff encourage children to play physically and strengthen their muscles. For example, children climb and balance as they negotiate the extensive and well-resourced garden areas. Staff talk about exercise and why the food at lunchtime is so good for the children, which helps them to understand the importance of having a nutritious diet. This contributes to children's good health and physical development.
- Children with special educational needs and/or disabilities are well supported by their key persons. Staff identify any difficulties early on. Where appropriate, they work with other professionals to target support which meets the child's needs. The knowledgeable special educational needs coordinator monitors individual children's progress and provides valuable support to staff in meeting children's emerging needs.
- Parents speak highly of the managers and staff at the nursery. They describe staff as 'one of the family'. Staff foster close relationships with parents and regularly update them on their child's progress. Parents say their children were well supported during the COVID-19 pandemic and that they are very happy with the ongoing care and teaching their children receive.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to keep children safe from harm. All staff undertake regular safeguarding training and can identify the possible signs and symptoms that indicate that a child may be at risk of harm. Staff are mindful of all aspects of safeguarding, including the 'Prevent' duty. The manager and staff are confident with the nursery's policies and procedures in relation to making referrals, dealing with allegations and whistle-blowing. Staff undertake daily risk assessments to help to ensure that the environment remains a safe place for children.

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

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

- support staff to know when to give children time and consistently challenge children's understanding and thinking, so that they make the best possible progress.

## Setting details

<b>Unique reference number</b>	EY545170
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10232358
<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 at time of inspection</b>	1 to 4
<b>Total number of places</b>	80
<b>Number of children on roll</b>	79
<b>Name of registered person</b>	NSC Care Ltd
<b>Registered person unique reference number</b>	RP545168
<b>Telephone number</b>	0151 546 4388
<b>Date of previous inspection</b>	20 February 2019

## Information about this early years setting

Diddy Daycare Croxteth registered in 2017. The nursery employs 11 members of childcare staff. All of whom hold appropriate early years qualifications at level 2, 3, 4 or 5. The nursery is open all year round, from 7.30am to 5.45pm from Monday to Friday, except for bank holidays and a week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Denise Farrington

## Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager and the inspector jointly observed and evaluated staff practice.
- The inspector spoke to parents and considered their views.
- The inspector viewed a sample of documentation, including staff suitability checks.
- The inspector observed the quality of education provided and the impact on children's learning.
- Discussions were held with the manager, the area manager and staff.
- The manager conducted a learning walk with the inspector and spoke about the intent of the curriculum.

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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