

Inspection of Daisy Fays Nursery And Tresillian Preschool

1 Riverside Cottage, Tresillian, Truro, Cornwall TR2 4BA

Inspection date: 11 May 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy as they arrive at nursery. They are greeted by friendly staff, who welcome them and ask how they are. Since the COVID-19 pandemic, staff have adjusted routines to support children's health and hygiene. For example, before children enter nursery, they have their temperature taken.

Children settle quickly, engaging in activities that reflect their interests. They show enthusiasm towards their learning. Children persevere with activities. For instance, younger children independently practise removing and replacing lids to plastic bottles. They develop good hand control and refine their small-muscle skills.

Staff encourage positive behaviour and teach children how to take turns by joining in with their games. This is evident as older children play a matching game. They listen to instructions as staff explain how to play. Staff say 'your turn', and ask if cards are 'similar' or 'different'. Children have close, warm relationships with staff. They demonstrate that they feel safe and secure as staff show them care and affection.

Children enjoy the range of activities that are on offer, both indoors and outdoors in the garden. For example, children learn about the life cycles of plants. They plant flowers and know that they need soil, sun, and water for them to grow.

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

- Leaders ensure that the curriculum is ambitious and sequenced well. Staff receive training on how to implement the setting's new curriculum, to help build on what children know and can do. Staff offer children a rich and interesting range of experiences. They check children's progress regularly and make effective use of this information to give children appropriate challenges.
- Staff swiftly identify where children need extra support, such as communication and language. They model language well, including for younger children, and engage in discussions with older children. However, at times, staff do not always provide children with detailed explanations about the purpose of the activity or the challenges they are set, so children are fully aware of these.
- Staff support children's literacy skills in effective ways. For instance, they sing action songs to children and read stories, introducing unfamiliar words to extend their vocabulary. Children recognise some print in the environment, such as finding their name cards when they find their seat at lunchtime. Some children know the letters in their names.
- Children use their imagination and have a good understanding about people who help us. For example, staff help children explore the role of doctors while they play with doctors' kits. Children use bandages and plasters to make their dolls

feel better. This supports children's understanding of the wider community and people they may have contact with.

- Staff know children well and pay careful attention to their well-being. For instance, staff support children to overcome their fears. They plan activities and provide opportunities for children to discuss worries. Staff ensure children feel reassured and secure in their care as they grow and develop.
- Children are learning to be independent in their self-care. For example, children that are potty training are encouraged to toilet independently and wash their hands afterwards, while being supported by staff. Older children independently put on their coats and shoes to go outside. They serve themselves from large dishes at lunchtime. Staff encourage younger children to persevere when using cutlery, before offering them help and support.
- Staff recognise the best ways to engage parents in their children's learning. They keep parents informed of children's progress and the next steps in their learning. Parents and carers are extremely complimentary about the care offered to their children. They talk about the good progress their children are making and how they have made lasting memories at the nursery.
- The manager has worked hard to improve the setting. Leaders are realistic but ambitious about implementing further changes to continually improve. The manager has effective supervision processes in place. She meets with staff regularly to discuss workloads, well-being, and training. This helps staff feel valued and supported in their roles.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their roles and responsibilities to keep children safe. They complete regular safeguarding training. Staff share information from training with the wider staff team, so that everyone is kept up to date. They know the procedures to follow and to report their concerns to the relevant agencies. All staff have thorough background checks prior to appointment, and this helps to ensure their suitability to work with children. Staff conduct regular risk assessments to help reduce hazards and to keep children safe.

What does the setting need to do to improve?

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

- help staff to continue to build on interactions with children during planned activities to better explain the challenges that they are being set and why.

Setting details

Unique reference number	EY551761
Local authority	Cornwall
Inspection number	10143569
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	60
Number of children on roll	61
Name of registered person	Daisy Fays Limited
Registered person unique reference number	RP538215
Telephone number	01872 302888
Date of previous inspection	Not applicable

Information about this early years setting

Daisy Fays Nursery And Tresillian Preschool registered in 2017. The nursery is part of a group of settings owned by the same provider. They are open Monday to Friday, from 7.30am to 6pm, all year around, with the exception of bank holidays and one week at Christmas. The nursery employs eight members of staff. Of these, one holds an appropriate childcare qualification at level 6, four hold qualifications at level 3 and one holds a qualification at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rachel Cornish

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 completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact this was having on children's learning.
- A joint observation was carried out by the inspector and the manager.
- The inspector spoke to children, staff and parents at appropriate times during the inspection and took account of their views.
- The inspector looked at a selection of documentation and checked the suitability of staff working with the 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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