

Inspection of Daisybank Day Nursery Ltd

The Old Methodist Church, Wellington Road, Bollington, Cheshire SK10 5JR

Inspection date: 21 June 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 Good

What is it like to attend this early years setting?

The provision is good

Children are undoubtedly at the heart of this warm and inclusive nursery. They are welcomed by enthusiastic and dedicated staff, whose passion for providing high-quality care and education is clearly evident. Children eagerly engage in a wide range of opportunities that reflect their individual interests. They are confident and enthusiastic learners, who consistently demonstrate that they feel safe and secure in the care of the nurturing staff team. Children are supported by staff who have high expectations of them and know them extremely well.

Children have strong emotional attachments with their key person. Staff have worked hard to support children to grow in confidence after the COVID-19 pandemic, particularly in larger social situations. Children tolerate others in their play and are beginning to show respect, kindness and concern for one another. Children show an awareness of routine. They understand that a bell is sounded to indicate that it is nearly tidy-up time. When the familiar tidy-up theme tune plays, they work collaboratively together to put resources where they belong. Children share and take turns as they play. They use good manners, consistently saying 'please' and 'thank you'. Children's efforts are celebrated as they move their names up the good-behaviour board.

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

- Children enjoy an array of exciting opportunities that ignite their passion for learning. Babies eagerly clean potatoes in the water tray as they learn about the importance of eating fruit and vegetables. Toddlers begin to recognise quantities as they sort transport-themed shapes. Pre-school children explore letter sounds as they talk about the items that 'teddy' is taking on holiday. However, occasionally, some group activities are too long. As a result, children sometimes lose interest and do not benefit fully from the learning opportunities provided.
- Staff support children's emerging communication and language skills well overall. Those working with babies model new language and use repetition to help children to understand. Toddlers hear a rich variety of vocabulary through the discussions and conversations that staff model. Children in the pre-school room are asked thought-provoking questions. However, children are not always given sufficient time to think and respond, and, sometimes, dialogues are rushed.
- The curriculum for mathematics is strong. Young children are encouraged to count objects as they play. Staff model mathematical language as children play with sand and water. They explain concepts such as 'more' and 'less', and 'empty' and 'full'. Pre-school children solve simple mathematical equations. They calculate how many more bricks they will need to add to their tower to make eight. Children make comparisons in size, discussing which is taller as they use

tape measures and record their findings.

- Staff skilfully support children to manage their feelings and emotions. Daily circle-time sessions help children to develop an awareness of themselves and others. Staff ask children how they are feeling and children explain about feeling 'happy', 'sad', 'excited' or 'poorly'. This helps children to recognise their feelings and behaviours and to develop empathy for others.
- Children are encouraged to develop their problem-solving and critical-thinking skills. Children collaborate to work out how they will transport water from the garden tap to their toy cement mixer. They decide to use a bucket and work together to transport the water successfully. Staff are careful not to over-direct, and they promote opportunities for children to find their own solutions and test out their ideas and theories.
- Children have wonderful opportunities to learn about the world around them. They frequently visit places of interest, including local parks, woodlands, amenities and the library, benefiting from the use of a dedicated minibus to take them on their 'adventures'. Children are wonderfully curious about the natural world around them and develop essential skills for the future as they learn how to take safe and controlled risks, such as splashing in streams and climbing trees.
- Leaders are passionate about their roles. They support a highly qualified staff team, who are experienced and very dedicated. Staff participate in supervision sessions and their practice is regularly observed. The manager encourages staff to reflect on their practice and offers support, guidance and plentiful training opportunities to help further develop their knowledge and skills.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff fully understand their role in protecting children from harm. There is a culture of vigilance throughout the nursery. Staff quickly act and follow the correct procedures to highlight, report and record any concerns that they may have. This ensures that children's welfare is protected and that any support children may need is quickly secured. Stringent recruitment and vetting arrangements ensure that staff are fully vetted and suitable to carry out their duties. Regular training opportunities are provided so that staff are able to stay abreast of any changes in legislation.

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 refine the implementation of group activities so that children remain focused and engaged in the learning opportunity provided
- assist staff to develop their practice when supporting children's emerging

communications skills so that conversations are not rushed and children are given sufficient time to think and respond to the questions asked.

Setting details

Unique reference number	EY497174
Local authority	Cheshire East
Inspection number	10236774
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	50
Number of children on roll	37
Name of registered person	Daisybank Day Nursery Limited
Registered person unique reference number	RP906683
Telephone number	07973378277
Date of previous inspection	31 August 2016

Information about this early years setting

Daisybank Day Nursery Ltd registered in 2015. The nursery employs seven members of childcare staff. Of these, five hold an appropriate early years qualification at level 3 or above. 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
Karen Cox

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 her evaluation of the provider.
- Discussions were held with the provider, the manager, parents and children at appropriate times throughout the inspection.
- A learning walk was completed with the manager to discuss the curriculum intent and how the provision is organised.
- The manager and inspector completed a joint evaluation of an activity.
- The inspector reviewed a variety of documents, including evidence of the suitability of staff, qualifications, first-aid certificates and policies and procedures.
- The inspector observed interactions between staff and children during activities and assessed the impact of teaching on children's learning.

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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