

Inspection of Daffodils Day Nursery

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

Inspection date: 18 July 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	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Children are greeted at the door by friendly managers and practitioners. They settle well into their group room and are eager to start their day. Practitioners offer emotional support and cuddles to children who are new to the nursery. Children demonstrate feeling safe and secure by readily approaching practitioners for reassurance and comfort when they need it. Children are comfortable around visitors. Babies are curious about the inspector and confidently approach her with a smile and babble to her. Older children ask the inspector questions about herself and invite her to join their role play.

Children generally demonstrate good behaviour. They understand practitioners' expectations and follow instructions well. For example, older children in the baby room follow instructions to use a rocker and help to tidy up. Children interact well with each other and play cooperatively together. They are motivated by the learning experiences which are available to them. Babies explore their environment confidently. Practitioners speak to babies and narrate their play, to help them learn language. Older children make choices about their play and access resources and activities independently.

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

- Since the last inspection, the provider has reflected on her provision. Practitioners implement an effective curriculum. They have been provided with training and continuous professional development opportunities that enhance their skills and knowledge. This strengthens the care and teaching that children receive.
- The provider ensures that adult-to-child ratios are maintained. She employs lunch cover and bank staff to support the team. The provider makes sure that practitioners have the relevant qualifications and knowledge to fulfil their role. This helps to maintain a safe environment for children.
- Practitioners skilfully support children with special educational needs and/or disabilities. They adapt the routine and provide children with one-to-one support when needed. The manager and practitioners work effectively with parents and other professionals, such as the local authority, to ensure that all children progress well.
- Managers and practitioners have established good relationships with parents. Practitioners work together with parents to provide a consistent approach for children, and support parents with referrals and schools. Parents comment on the passion which staff have for their children. They feel supported and are happy with the regular updates they receive.
- Practitioners know their key children well and have high expectations for what they want them to learn. They work well as a team to support all children in

their learning and development. Practitioners plan activities to meet the needs of all children in the room.

- Practitioners role model good language and communication for all children. They speak clearly to them and repeat back their sentences with the correct pronunciation and grammar.
- Children learn about other cultures and traditions beyond their own. Practitioners use books, videos and information from parents to extend children's knowledge. The diverse backgrounds and cultures of children and practitioners within the setting are celebrated and valued. This helps children to develop a positive sense of self and respect for others.
- Children's opportunities to be independent are variable. For example, older children serve their own food and pour their own drinks. They are encouraged to use cutlery at lunchtime; however, they are not given knives to use. In addition, younger children are not given the same opportunities, as their food and drink are served for them. This hinders the development of the independence skills needed in preparation for their transition to their next steps in education.
- Pre-school children are supported with school readiness through activities that support different areas, such as letter and number recognition. Occasionally, children become disruptive when these activities continue for too long or do not capture their interest. This impacts on children's engagement and learning.
- Children are provided with healthy meals and snacks. They have access to drinking water throughout the day and are encouraged to drink enough to stay hydrated, especially in hot weather. Children have daily access to the outdoor area where they can move in different ways. Babies have space to crawl, walk and explore. This helps children to build muscles and develop their physical skills.

Safeguarding

The arrangements for safeguarding are effective.

Managers and practitioners have good knowledge of safeguarding. They understand the procedures to follow if they have concerns about the welfare of a child in their care. Practitioners complete all mandatory training, such as safeguarding and paediatric first aid. The provider follows safer recruitment procedures to ensure that all staff are suitable to work with children. The premises are safe and secure. Practitioners carry out risk assessments and make sure that entrance doors are locked after each arrival or departure.

What does the setting need to do to improve?

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

- improve consistency in how children are supported to develop their independence and self-help skills, especially during mealtimes

- consider the length of time that children are expected to sit and focus during adult-led activities, so that they can benefit from these.

Setting details

Unique reference number	EY563425
Local authority	Croydon
Inspection number	10204304
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	125
Name of registered person	Thornton Day Nursery Ltd
Registered person unique reference number	RP563424
Telephone number	07824536405
Date of previous inspection	22 July 2021

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 for 51 weeks of the year, from 8am to 6pm, Monday to Friday. There are 33 staff members. Of these, 14 hold childcare qualifications from level 2 to level 3 and one holds a childcare qualification at level 5. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Katie Smith

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The provider and the inspector completed a learning walk together to discuss the intentions for children's learning.
- Children communicated with the inspector during the inspection. Children told the inspector about their friends and what they like to do when they are at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The provider and the inspector carried out a joint observation of a group activity.
- The inspector spoke to several parents during the inspection and took account of their views.

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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