

Inspection of Daisy And Jake Day Nursery

Windways, Little Sutton, Cheshire CH66 1JE

Inspection date: 30 August 2022

Overall effectiveness	Requires improvement
The quality of education	Requires improvement
Behaviour and attitudes	Requires improvement
Personal development	Requires improvement
Leadership and management	Requires improvement
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision requires improvement

Leaders have created a focused intent for what they want children to achieve while at the setting. However, the implementation of the curriculum is not yet fully effective. This is because leaders do not provide specific areas of improvement for staff, which results in gaps in staff practice. This impacts on the quality of education provided.

That said, children enjoy their time at nursery. Older children talk about the activities they like, such as riding bicycles. Babies engage with staff singing songs and rhymes while moving their bodies to the rhythm of the song. However, due to a recent change in staff some children are unsure who their key person is. This impacts on some children's personal and emotional development as they have been unable to form strong bonds.

Staff interact with children on their level. They introduce new language and show an interest in their stories and thoughts. Staff make good use of open-ended questions to develop children's growing vocabulary. This supports communication and language development. However, on occasion, practitioners do not delve further into children's thoughts to encourage a higher level of thinking.

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

- The setting has undergone staff and management changes over the last year. Management have put actions in place to support new staff and have a training plan in place for them. Staff show awareness of policies and procedures in the setting and are aware of how to keep children safe.
- Some staff show a good understanding of what they want children to learn, achieve, and their next steps in their development. However, support for children's development is inconsistent because not all staff have a strong foundation of knowledge about the children they are supporting. This results in a lack of understanding on how to further children's learning to the highest level.
- Management have put some strategies in place to support the key-person system. However, this is not fully effective in meeting the children's individual needs as staff are not consistent with the same children. Therefore, they are unable to accurately assess children's abilities and where they want them to progress to. This impacts on the quality of education and not all children make the progress they are capable of.
- Children are beginning to learn how to regulate their own behaviour. They show an understanding of what is expected of them and the rules they need to follow to keep them safe, such as how to walk down the stairs safely. Staff promote positive reinforcement. Therefore, children generally engage well in activities.
- Managers have a procedure in place to support supervisions with staff.

Furthermore, a member of staff has been designated to support staff training and observe staff practice. However, leaders are not always able to fully and effectively reflect on their observations of staff practice. This results in staff being unsure about their next steps in their professional development and what they need to do to be able to improve their practice and provide higher-quality experiences and interactions for children.

- Staff show a good understanding of noticing early signs that children may require further support. Children with special educational needs and/or disabilities are supported by one-to-one and small-group experiences. Leaders and managers have involved external agencies and are working closely with schools to support a smooth transition in children's next stage of their education.
- Children develop early writing skills in preparation for school. They show good control of both fine and gross-motor skills and can effectively hold paint brushes to make meaningful marks and form some letters. Some children have some awareness of sounds and can hear the beginning sounds in words.
- Children are aware of hygiene practices. They independently wash their hands with soap and clean their faces at their designated stations. Children have knowledge of what food is healthy and good for them. Independence skills is an intent that leaders want all children to achieve throughout the setting. Staff are aware of this, and some experiences are implemented to support this skill. However, this is not yet fully embedded. Therefore, this impacts on children having the opportunity to consistently develop their independence skills.
- Staff support babies' care routines well. Babies are settled and will freely explore their environment. They play peek-a-boo with staff, giggling as they make eye contact and then repeat their actions.

Safeguarding

The arrangements for safeguarding are effective.

Management has a secure knowledge of how to keep children safe. They demonstrate a good understanding of noticing patterns in behaviour and when they need to refer to external agencies for guidance and support. Staff show a clear knowledge of safeguarding procedures and who they need to speak to if they have a concern about a child. The setting has put in place a well-thought-out system for the collection of children and all doors are secure. Risk assessments are carried out on a daily basis to make sure the setting is safe for children to freely explore.

What does the setting need to do to improve?

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

- develop the key-person system further to support children's individual learning needs and strengthen bonds between staff and children

- strengthen staff knowledge and understanding of all the children they are working with to be able to further their learning and development
- ensure leaders reflect fully and effectively on staff practice to identify key areas of improvement to promote a higher quality of education for children.

Setting details

Unique reference number	EY549103
Local authority	Cheshire West and Chester
Inspection number	10251857
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	120
Number of children on roll	63
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01516489131
Date of previous inspection	24 September 2019

Information about this early years setting

Daisy and Jake Day Nursery registered in 2017. It is part of the Busy Bees group. The nursery employs 14 members of childcare staff. Of these, one practitioner holds a qualification at level 6, eight practitioners hold qualifications at level 3 and one at level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Joanne Valek

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn
- 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, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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