

Inspection of Daisy Maisies

25-27 Appleton Village, WIDNES, Cheshire WA8 6EL

Inspection date: 13 December 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Children have formed strong attachments with the caring staff at this nursery, which help to prepare them for learning. They make independent choices about what they want to play with from the resources that are available. Babies squeal with delight and shout 'pop' as staff blow bubbles for them. Older children recall when the chicks hatched and how they cared for them. Children are regularly consulted and feel valued.

Children's emotional needs are met. They regularly approach staff for cuddles, and staff gently rock them or stroke their faces as they go to sleep. Children respond well when staff sensitively remind them of the expectations for their behaviour. For example, staff calmly remind the children how to put the toys away carefully so that they do not get broken. These consistent expectations support children to feel safe and secure.

Children with special educational needs and/or disabilities are well supported. Staff identify barriers to learning and respond quickly. They work closely with other agencies to support all children to make good progress.

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

- Younger children demonstrate high levels of independence. They feed themselves and stand on a step so they can reach the sink to wash their own hands. These opportunities help to promote children's self-help skills.
- Parents feel fully informed about their children's care and development. They value the regular updates they receive about their children's progress and the 'activity packs' that they can enjoy at home. They praise the dedicated professional team and state that their children have made 'tremendous' progress since they have started attending here.
- Staff have an accurate view of children's needs and abilities. However, staff are not always clear about what they intend for children to learn through the activities they provide. For example, they talk about activities and themes but are not clear about how these build on what children know and can do.
- Staff ensure that children become familiar with a range of core stories. Babies snuggle up with staff as they enjoy books together. Older children recall their favourite characters. They state that they know the character in the story is not Goldilocks, as she has different-coloured hair. They then predict who the character may be. Children are developing a love of books.
- Children enjoy a range of experiences to develop their mathematical understanding. As staff play alongside children, they model how to count objects. As older children sing songs such as 'Five little men in a flying saucer',

children count how many people have flown away and predict how many are left. Children are developing an understanding of the numbers to 10.

- Good health and hygiene for all children is promoted. Staff follow robust hygiene routines and encourage children to wash their hands regularly. Children are provided with healthy, nutritious meals. Staff talk to them about the benefit that these have on their bodies. Children are learning about healthy choices as they talk about wanting their bodies to be strong like their favourite superheroes.
- Leaders regularly reflect on the service that they offer. They gather the views of parents and staff when evaluating the provision. A children's committee meeting also offers the opportunity to gather the older children's opinions and ideas for improvements. Leaders are passionate about making continuous improvements that benefit children and their families.
- Overall, leaders provide an ambitious curriculum. They are clear on what they want children to learn and ensure that staff have access to training opportunities to support them to understand and implement the curriculum intent. However, leaders do not always ensure that all staff are confident in how to implement the curriculum. For example, leaders intend for mealtimes to be an opportunity for staff to develop children's communication and language skills. However, this is not consistently implemented by staff.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have previously failed to notify Ofsted of a significant event. They now have a clear and in-depth knowledge of their responsibility to inform Ofsted and other agencies in the future of any events of this nature. Leaders carry out robust recruitment processes. Staff demonstrate a good understanding of the signs that may indicate a child is at risk of harm and the procedure to follow should they need to report a concern about a child or about another member of staff. Staff talk to children about how to keep themselves safe. For example, when children stand on a chair, staff talk about safety and the risk of falling.

What does the setting need to do to improve?

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

- monitor the effectiveness of staff's professional development, to raise the quality of teaching to the highest level
- build on staff's knowledge of the curriculum intent so that they are clear about what leaders intend for them to teach all children.

Setting details

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| Unique reference number | EY444546 |
| Local authority | Halton |
| Inspection number | 10262193 |
| 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 | 64 |
| Number of children on roll | 86 |
| Name of registered person | Daisy Maisies Limited |
| Registered person unique reference number | RP531490 |
| Telephone number | 0151 424 2484 |
| Date of previous inspection | 6 February 2018 |

Information about this early years setting

Daisy Maisies registered in 2012. The nursery employs 22 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday, all year round, excluding bank holidays. 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
Rebecca Weston

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- Parents shared their views of the setting with the inspector.
- The manager and the inspector carried out a joint observation of a group activity.
- 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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