

# Inspection of Daybreak Nurseries

Shepherd's Lane, Mill End, Rickmansworth, Hertfordshire WD3 8JJ

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Inspection date: 19 December 2022

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## **Overall effectiveness**

## **Requires improvement**

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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**

Children create secure attachments with staff members, who take time to get to know them well. Staff regularly track children's development and are knowledgeable about their next steps in children's learning. However, this is not consistent for children with special educational needs and/or disabilities (SEND). Therefore, they do not have the same opportunities to make progress in their learning and development, as referrals to relevant professionals are not completed in a timely manner.

Children know the daily routine. As they arrive, children know to go straight for breakfast. They make independent choices about what they might like to eat before joining their friends. Staff encourage conversations at mealtimes, which help children to develop their social skills. Although the manager is ambitious in designing the curriculum, this is not consistently cascaded down to the staff team. This results in inconsistencies in teaching, as children do not receive the learning experiences they need to make good progress.

Despite these weaknesses, children are happy and confident in the nursery. They enjoy playing in the garden, welcoming adults into their play. For example, children play 'What's the time, Mr Wolf?' They use their knowledge of numbers to call out a time and take the relevant number of steps. Children delight as they chase each other around the garden.

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

- The nursery has undergone a lot of changes in recent times, and these have been well managed by the manager and provider. New staff receive a good induction and feel welcome and supported by the whole team. Regular meetings take place between staff and the manager. However, staff are not always supported to continue their own professional development. This has an impact on the quality of teaching.
- Staff use children's interests, knowledge from parents and tracking information to plan activities. However, they do not know enough about the curriculum in order to implement it effectively. For example, staff provide children with resources to complete winter wonderland pictures, following the recent snowfall. The activity is overly directed by staff, who overlook ways to encourage children to develop their own ideas and imaginative skills.
- Children with SEND do not always have the opportunities to make progress in their learning. Appropriate information is not gathered effectively or shared in a timely manner with other professionals to ensure that children get the support they need. In addition, staff do not share enough information with parents of children with SEND to ensure they are kept up to date.

- Generally, staff work with parents so that they are involved in their children's learning and development. Staff provides most parents with monthly reports, with ideas for how they can support children's learning at home. Parents comment on the relationships their children have with staff members. They state that despite staff changes, they feel confident to talk to staff about any issues or concerns they may have.
- Staff support children's language development. They share stories with children and ask questions to encourage children to talk about previous experiences. For example, as staff and children share the book about a hungry caterpillar, they talk about the fruit they can see. They discussed when they had plums for snack and how they tasted. Staff talk to children throughout the day. For older children, staff support them to understand the art of conversation. They encourage them to take turns to talk and listen to each other. Staff narrate activities for younger children, encouraging them to repeat words back to them. For example, staff talk about 'rolling' the play dough as they manipulate the dough.
- The manager understands the importance of identifying the areas of improvement needed for the nursery and has a clear action plan in place. The provider offers support to the manager and is involved in the running of the provision. Although the staff team are still developing their practice, they are committed to working at the nursery and supporting each other.

## Safeguarding

The arrangements for safeguarding are effective.

Staff are aware of how to keep children safe. They have a good understanding of the nursery procedures for recording and reporting any concerns they may have about children in their care. They are knowledgeable about the role of the local safeguarding partners and know how they can make referrals individually. Staff are confident to report any allegations made about colleagues and know to challenge any behaviour that may cause concern. All staff complete regular training to ensure their knowledge remains up to date. Staff are aware of wider issues in society that may have an impact on children. Risk assessments are regularly completed to identify hazards and reduce the likelihood of accidents.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
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ensure that staff are clear about the intent of the curriculum and how to implement it effectively so that it provides enough challenge to help all children make the progress they are capable of	31/03/2023
gather sufficient information about children's development, including those with SEND, in order to plan effectively for their learning and close any gaps swiftly	31/03/2023
focus professional development plans on improving staff's teaching skills, to help them support all children in building on what they already know and can do.	31/03/2023

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

- improve the monitoring of staff practice to develop their knowledge and understanding of how children learn so that all children benefit from consistently good-quality learning experiences.

## Setting details

<b>Unique reference number</b>	EY410094
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10233767
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	80
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	Daybreak Nurseries Limited
<b>Registered person unique reference number</b>	RP523617
<b>Telephone number</b>	01923 490175
<b>Date of previous inspection</b>	1 March 2017

## Information about this early years setting

Daybreak Nurseries registered in 2010. The nursery employs 19 members of staff. Of these, two hold early years professional status and nine hold qualifications at level 2 or above. There are currently five staff working towards early years qualifications. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lisa Smith

## 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 inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 observed the interactions between staff and children.
- The manager and the inspector carried out two joint observations during an activity.
- Parents shared their views of the nursery with the inspector.
- 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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