

Inspection of Daisykins Ltd

3 Whitehall Road, Rugby, Warwickshire CV21 3AE

Inspection date: 26 January 2023

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	Good
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What is it like to attend this early years setting?

The provision is good

Children's good health and safety are promoted well in the environment created by staff. Children eat a healthy diet and enjoy a range of opportunities for physically active play, both indoors and outdoors. Individual dietary needs are met, and procedures are in place to ensure that children do not eat food that would cause them harm. Children learn healthy habits, such as good hygiene practices. Young children rest and sleep in accordance with their individual needs.

Relationships are positive, and children are happy and settled. They behave well and show consideration for others. Children learn to share and take turns. Staff offer praise and encouragement, which helps to boost children's self-esteem. Children's emotional security is given a high priority. This is initially addressed with a gradual settling-in procedure that is agreed with parents. Friendships have formed among the pre-school children, and younger children play happily alongside others.

Children are confident and curious. Older children demonstrate high levels of concentration, and all children are challenged effectively, so that they make good progress. Staff work effectively with parents and other professionals to ensure that children with special educational needs and/or disabilities receive the additional support that they need.

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

- The manager and the deputy have developed systems for monitoring, staff supervision and performance management. This helps staff to continually review their knowledge and skills and maintain good outcomes for children.
- Staff observe, assess and plan effectively, so that children's learning builds on what they already know and can do. Children make good progress and are well prepared for changes of rooms as they progress through the nursery. Parents are made aware in advance and meet with their child's new key person. Children develop good skills that help them to be ready for the move on to school.
- Staff keep parents informed about their children's achievements and progress and they engage parents in their children's development and learning in the setting and at home. However, information initially obtained from parents primarily focuses on children's care needs, likes and dislikes. Consequently, at the onset of care, staff do not make the most of parents' knowledge on what their child already knows and can do.
- Children make good progress in their communication and language development. Singing is used effectively to support very young children's emerging speaking skills. Staff sing the words clearly and at a pace that makes it easy for the children to join in. Staff are alert to babies' non-verbal forms of

communication while encourage speaking skills effectively, for example, by repeating back the sounds that babies make and by repeating words that they say. Older children engage in conversation with staff, with their friends and with visitors. They are curious and enjoy asking adults questions while in conversations.

- Children's independence is generally promoted well. However, there are times when some staff do not encourage young children to have a go at managing routine tasks, such as putting on and taking off their coats and peeling the skin off the banana they eat at snack time.
- There is plenty of space in the building and a 'studio' room is used effectively to support children's physical development through dance and games, including a parachute game. Babies' climbing skills are supported with access to soft-play equipment.
- Babies and children under two years enjoy opportunities for sensory exploration. A large tray on the floor contains foil containers, cooked pasta and uncooked rice. Babies notice the marks they make in the rice with their fingers. They pick up the rice and sprinkle it with their fingertips. They are interested when staff sprinkle the rice into the containers and suggest it sounds like rain.
- Older children are creative, and their pencil control is good. Some choose to design masks using paper plates, glue, glitter, tissue paper and small pom-poms. Some use their good skills to draw faces using pencil crayons.
- Staff support children's enjoyment of books. Some children are happy to choose a book and look at it alone and others ask staff to read to them. Staff are animated as they read and encourage children's involvement. Children talk about what will happen next and recognise characters in favourite stories. Pre-school children are learning about the link between letters and sounds.
- Children gain some awareness of diversity. Current art and craft activities and role play link to Chinese New Year. However, staff have not fully considered ways to help children learn about similarities and differences between people, for example, different traditions, communities and families.

Safeguarding

The arrangements for safeguarding are effective.

Staff complete training to keep their child protection knowledge up to date. They are aware of the signs of abuse and neglect and know the local referral procedures to follow if they have a concern. They are aware of the duty to prevent children being drawn into situations that would cause them harm. The provider makes sure that the premises are secure, so that children cannot leave unsupervised and unwanted visitors cannot gain access. Staff identify and successfully minimises potential risks, indoors and outdoors. Recruitment and selection procedures meet requirements.

What does the setting need to do to improve?

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

- obtain more information from parents about what their child already knows at the onset of care in order to inform initial planning for learning
- offer more support for some children to manage simple tasks for themselves
- extend practice for teaching children about traditions, communities and families beyond their own.

Setting details

Unique reference number	EY240005
Local authority	Warwickshire
Inspection number	10271612
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 5
Total number of places	115
Number of children on roll	101
Name of registered person	Daisykins Ltd
Registered person unique reference number	RP904953
Telephone number	01788 552200
Date of previous inspection	15 May 2018

Information about this early years setting

Daisykins Ltd registered in 2002. The nursery is open Monday to Friday from 7.30am to 6pm, all year round, with the exception of bank holidays. It provides funded early education for two-, three- and four-year-old children. The nursery employs 23 members of childcare staff, of whom 18 hold appropriate early years qualifications ranging from level 6 to level 2.

Information about this inspection

Inspectors

Jan Burnet
Tracey Boland

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 inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum. They discussed the safety and suitability of the premises.
- Children spoke and communicated with the inspectors during the inspection.
- Staff spoke to the inspector during the inspection.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspectors 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.
- The inspector took account of parents' 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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