

Inspection of Daffodils Day Nursery

189 Norbury Crescent, LONDON SW16 4JX

Inspection date: 2 February 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 and parents are warmly welcomed into this small, friendly setting. Staff exchange information with parents and work in partnership to make sure they are aware of any changes and to support the children's care and learning. For example, the weaning process is consistent between home and nursery.

Children enjoy attending the nursery and have excellent relationships with staff. They separate easily from parents at the door each day. Children go to staff for reassurance and comfort should they become upset. This makes them feel safe and secure and have confidence to explore the range of activities set out to encourage learning.

Staff think about what they want children to know and remember. Managers have worked hard to develop an effective curriculum. This supports staff well, overall, in planning and delivering learning intentions through adult-led activities. Children with special educational needs and/or disabilities are well supported. The special educational needs coordinator is proactive in recognising concerns and supporting children. Staff work closely with families and other professionals to build targets and support. Children make good progress across all areas of learning.

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

- Children choose what they want to do from the activities set out by staff. In the water tray, they use scoops to collect water and pour it out again. As children play, staff encourage language by describing their actions and asking questions.
- At circle time, children are encouraged to explore their emotions. They say how they are feeling and choose a spoon with a face that matches that emotion. Sometimes, children are even able to share why they are happy or sad. For example, because they are going to the park later or because 'mummy is at work'.
- Children's behaviour is good. They play happily alongside their friends and share toys and resources with them. Children help each other. They run shouting, 'I'm here, I'm here' to help a friend who is struggling on the see-saw.
- Children, including those who speak English as an additional language, reflect on their own home life experiences during role play. They enjoy pretending to saw and hammer as part of block play. As they build towers, staff encourage language as they repeat words, such as 'tall, higher' and 'all fall down'.
- Children make the most of being outside and develop their gross motor skills. They build resilience as they climb, negotiate space on bicycles and balance on see-saws. Children's achievements are praised and this makes them feel valued.
- Children benefit from very kind and caring interactions from the well-qualified staff. They sit and ask children questions as they play or give directions, such as

'turn it around', and 'try that piece here', to help children solve puzzles. However, at times, staff do not model language consistently for children. For example, they hear shortened phrases, such as 'bappa, come'. This does not support children to begin to speak in sentences.

- Staff implement an ambitious curriculum created by the management team. However, occasionally, some activities lack a clear focus and do not provide challenge for children. For example, staff teach colours to a large group using flash cards. Some children know the correct answers when asked to name colours and others learn from hearing their friend's answers. Some children are simply not interested and do not engage. They gain very little from the activity.
- Parents speak highly of the staff. They have regular communication with key workers and find out how their children are developing. Parents comment that staff are compassionate and loving. This reassures them that their child is being cared for. They mention activities shared by the nursery that have helped them to extend their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

All staff are well trained in safeguarding. They have a good knowledge of the procedures they need to take to protect children's welfare. Leaders understand the importance of working in partnership with other agencies, to help to keep children safe. Staff maintain high standards of health and hygiene practice. They implement effective handwashing routines, to prevent the spread of infection. Staff consider the needs of the children being cared for. For instance, staff ensure that fresh fruit is cut safely at snack time, to prevent any risk of choking.

What does the setting need to do to improve?

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

- strengthen the implementation of the curriculum to ensure all children benefit from focused activities that engage them and fully support their learning
- strengthen staff's role modelling of language to help children develop their language skills to a higher level.

Setting details

Unique reference number	EY408271
Local authority	Croydon
Inspection number	10262952
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	1 to 3
Total number of places	18
Number of children on roll	31
Name of registered person	Daffodils Day Nursery Ltd
Registered person unique reference number	RP529676
Telephone number	02087644866
Date of previous inspection	11 April 2017

Information about this early years setting

Daffodils Day Nursery registered in 2010. The nursery is located in Norbury, in the London Borough of Croydon, Surrey. The nursery opens Monday to Friday from 8am to 6pm, throughout the year. There are seven members of staff, six hold appropriate early years qualifications at level 2 or 3. The nursery receives funding to provide free early education to children aged two, three and four years.

Information about this inspection

Inspector

Beverly Hallett

Inspection activities

- This was the first routine inspection the nursery 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 her evaluation of the setting.
- The manager led the inspector on a learning walk and talked to the inspector about what they want children to learn.
- The inspector observed the quality of education being provided and assessed the impact this has on children's learning.
- The deputy manager and the inspector carried out a joint observation together.
- Staff and children spoke to the inspector at appropriate times throughout the inspection.
- The inspector took account of parents' views of the nursery.
- The manager provided the inspector with a sample of key documents on request.

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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