

Inspection of Daffodils Nursery

58-60 Waterloo Road, Smethwick B66 4JN

Inspection date: 16 March 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 enjoy attending this setting and are greeted by friendly, happy staff. They develop a sense of security and gain confidence as they build strong relationships with staff.

A strong emphasis is placed on developing children's communication and language. Staff consider the impact of the COVID-19 pandemic and have included more focus on improving children's communication skills. Children sit and listen to songs and join in by copying sounds. They smile as they follow actions, which are modelled by staff. As they make connections through visual and verbal teaching methods, children learn that putting sounds together forms words.

Children enjoy being outdoors. They explore the garden area and move around on wheeled vehicles. Outdoors, children develop a range of physical skills. They learn to hop and jump during a game of hopscotch. Staff model movements along the numbered grid, and children copy. They cleverly add opportunities for counting into the activity as children move from one part of the grid to another. Children repeat numbers and learn what number comes next in the sequence.

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

- Leaders have a clear vision of what they want children to learn during their time at the setting. They implement this vision across the nursery, and staff know children's current development stage and what they need to learn next. They use assessment effectively to identify gaps in children's learning and set appropriate targets for children to make progress.
- Staff consider children's interests and stage of development when planning activities. Children have opportunities to take part in a range of different activities. There are times, however, when some children are not engaged in play or learning. Children lose interest easily and are not always fully involved in purposeful play.
- Children's communication development is prioritised. Staff have implemented a range of programmes that focus on enhancing children's communication skills. They regularly sing songs with children and share stories with them. Children show enjoyment and join in, learning new sounds.
- Children learn to be independent. They learn to use the toilet by themselves and to take care of their personal care needs. They put their own coats on to play outside and take responsibility for tidying up after eating and playing. Staff are good role models, and children seek out praise for completing tasks alone.
- Children with special educational needs and/or disabilities make progress. Staff work with external agencies and ensure a close working relationship with parents to meet children's needs. Staff pay attention to children and focus

learning targets more precisely to help them make progress. A sensory room has been created in the nursery, which provides children with a quiet, calm space to relax.

- The leadership team has refined the key-person system so that all children can build close relationships with their key person and have a familiar person with them consistently. Staff get to know children well, which helps them to develop a sense of belonging. Key persons build relationships with parents and communicate information about children on a daily basis.
- Staff remind children of behaviour expectations. They reinforce turn taking and being kind to others. However, children do not yet fully understand the impact their behaviour can have on others. As such, they do not always follow behaviour expectations.
- Parents speak highly of the setting. They comment on the support they receive from staff and how happy their children are to attend. They comment on the progress their children make and appreciate the level of communication they receive on a daily basis.
- Staff develop their knowledge and skills. The leadership team meets with staff regularly to discuss their training needs. Any training is followed up and shared across the staff team to improve teaching strategies for children. The leadership team is passionate about improving experiences for children and has continuous plans for improvement.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge of safeguarding matters. They know the signs that may show a child is at risk of harm and are confident about speaking to the safeguarding lead to voice their concerns. They know which agencies they should contact to escalate their concerns and recognise the importance of recording information. Leaders ensure that staff have completed safeguarding training and regularly discuss any safeguarding concerns with them. Staff are aware of what to do and who to contact if they are concerned about the behaviour of another member of staff.

What does the setting need to do to improve?

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

- develop ways to enhance teaching methods to keep children engaged and interested in the activities on offer
- review behaviour strategies to help children understand the impact their behaviour has on others.

Setting details

Unique reference number	EY484035
Local authority	Sandwell
Inspection number	10281418
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	28
Number of children on roll	43
Name of registered person	Daffodils Nursery Ltd.
Registered person unique reference number	RP534188
Telephone number	01215585672
Date of previous inspection	29 April 2019

Information about this early years setting

Daffodils Nursery registered in 2014. The nursery employs eight members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above, including one with qualified teacher status. The nursery currently opens Monday to Friday, term time only. Sessions are from 8.30am until 4pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Christine Ward

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.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual and manager about the leadership and management of the setting.
- 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 a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their 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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