

Inspection of Daisies Day Nursery

Rannoch House, 16 Crescent Green, Kendal, Cumbria LA9 6DR

Inspection date: 14 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 are happy and engaged in their play. They are busy and choose from a good range of activities, which support all areas of their learning. Children benefit from daily opportunities to play and learn outside. Babies are wrapped up warm and watch in wonder as the snow falls around them. Staff talk to children about the snowflakes, and they investigate what happens when they touch the snow.

Children show that they feel safe as they happily follow the routines of the day. They generally behave well and care about their friends. For example, young children help their friends to wipe chalk off their faces. Children understand the expectations that staff have of them. For instance, they listen and respond as staff remind them to use 'inside voices'.

Children's developing communication skills are well supported. They enjoy stories and singing throughout the day. Staff read to children in an engaging manner and instigate discussions to promote their expanding vocabulary and understanding. Children are confident and approach visitors to chat about their day. They are becoming confident communicators.

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

- Leaders show commitment to improving the experience they provide for children. They regularly evaluate the provision and include the views of staff, children and parents in their improvement plan. Staff feel valued and demonstrate commitment to their roles.
- The manager has recently introduced procedures to monitor and support staff. However, these are still in their infancy and not yet embedded to enable the manager to accurately identify any inconsistencies in the quality of teaching. This means that support for individual staff is not yet targeted precisely, to help them to raise the quality of teaching to the highest level.
- The setting has a number of new staff, which means children benefit from more consistency in their key person attachments. Staff plan for children's learning based on what they already know and can do. Monitoring and assessment is effective and enables staff to quickly identify gaps in children's learning and development. Where gaps are identified, staff implement strategies to help them to catch up.
- The special educational needs coordinator has an excellent grasp of their role and responsibilities. They liaise with other agencies as appropriate to ensure that children with specific needs are well supported. Consequently, all children make good progress from their starting points.
- Children have space to play and be physically active, both indoors and outside. Babies are supported to practise their new physical skills by staff who offer

praise for their efforts and achievements. Children are supported to begin to manage their own self-care needs and practise skills, such as serving their own meals and zipping up their coats. Children's developing physical and independence skills are well supported.

- Children eat healthy meals and learn about the importance of exercise and rest for their bodies and of leading a healthy lifestyle. They learn the importance of washing their hands before meals and after playing outside. Children are beginning to form healthy habits for life.
- Staff teach children about different types of families. They help children who speak English as an additional language to play and learn in their home language. Resources in other languages help all children begin to understand how they are unique and about our diverse world.
- Parents are supported to help their children continue their learning at home. They enjoy sharing the 'story sacks' that children bring home. Staff offer regular information about children's learning and levels of development. Parents praise leaders for helping them to access support for their individual family circumstances. Parents feel involved in their children's learning.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have a sound grasp of how to identify and support children who may be at risk of harm. This includes understanding the procedures that they must follow if they have a concern about a child in their care. Staff understand indicators of abuse and how to follow the whistle-blowing policy if they are concerned about the behaviour of a colleague. Leaders share training with staff about current safeguarding issues, such as county lines. Areas of the setting accessed by children are safe and secure, promoting children's ongoing safety.

What does the setting need to do to improve?

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

- strengthen the supervision and monitoring of staff to help identify any inconsistencies in teaching and to target the professional development of individual staff more precisely.

Setting details

Unique reference number	EY308627
Local authority	Westmorland and Furness
Inspection number	10280496
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 4
Total number of places	49
Number of children on roll	44
Name of registered person	Barnes, Susan Ann
Registered person unique reference number	RP513683
Telephone number	01539 736 343
Date of previous inspection	22 August 2017

Information about this early years setting

Daisies Day Nursery registered in 2002 and is situated in the town of Kendal in Cumbria. The nursery is open each weekday from 7.45am to 5.30pm, 51 weeks of the year. The nursery employs 16 members of childcare staff, 13 of whom hold relevant qualifications at level 3. The manager also holds early years teacher status. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amy Johnson

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.
- Children and parents spoke to the inspector during the inspection.
- The inspector talked to the provider and 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 special educational needs and/or disabilities.
- 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 manager and the inspector carried out joint observations of group activities together.
- 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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