

Inspection of Daisy Fays Nursery St Ives

St Ives Children's Centre, Trenwith Burrows, St Ives TR26 1DJ

Inspection date:

5 April 2023

Overall effectiveness

Requires improvement

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

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children arrive happy, and kind staff welcome them in. Pre-school children love to play outside. Staff in the pre-school help children overcome disagreements with friends. They teach them how to find resolutions together. For example, occasionally, children pick up other children's toys. Staff role model to the pre-school children how to respond and encourage them to ask, 'Please may I have it back?' Pre-school children repeat these words back to their friends. Staff praise the pre-school children for their good choices. Pre-school children listen well to staff and learn how to manage their feelings.

Leaders are in the process of implementing a curriculum that can build on what all children know and can do. There is not a fully ambitious curriculum in place for babies and toddlers. Staff do not always promote babies' and toddlers' language and communication skills effectively. Leaders do not provide staff with quality training to improve learning outcomes for babies and toddlers.

Pre-school children have secure attachments with staff that know them well. The key-person system for babies and toddlers is not as robust. Not all key persons know who their key children are. At times, babies' and toddlers' individual needs are not swiftly met by a key person that knows them well.

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

- There is an effective communication and language curriculum in the pre-school. Staff talk about Easter with the pre-school children. They ask them, 'Where do chicks live?' and, 'What do chicks become?' Staff give the pre-school children time to think and answer. Pre-school children respond well to instructions. Staff show them a visual card that tells them snack time has begun. Pre-school children then go to wash their hands and sit down at the table.
- The communication and language curriculum is not yet embedded for babies and toddlers. Although babies and toddlers engage in singing and storybooks, staff do not always support babies and toddlers in learning new words. For example, they ask the babies and toddlers questions and answer the question for them. Sometimes, babies are unclear in their speech. Staff guess what they are saying but do not repeat the correct words back to the babies. This slows their speech development.
- Leaders do not ensure that staff access training to improve their practice and deliver high-quality learning experiences for children. At times, learning experiences on offer for the babies and toddlers are not engaging. For example, babies and toddlers become bored and wander off from activities. They move from one activity to another and do not display high enough levels of curiosity or motivation to learn.

- Pre-school children develop good independence skills. They pour their own milk at snack time and serve themselves cheese and pineapple. Staff support the pre-school children to learn good manners. Pre-school children say 'please' and 'thank you' and pass the snack bowls to their friends. Toddlers do not learn independence skills as well as they could. For example, toddlers are not supported to learn how to pour their drinks or help with handing out bowls, cups or cutlery.
- Key persons have a good understanding of who their key children are in the pre-school. They know them well and know what they are working on next. The key-person system with the babies and toddlers is inconsistent. Although staff are kind, they do not have a good enough knowledge of children's needs and do not know them well enough.
- Communication with parents is not always clear. Not all parents know who their child's key person is. They receive information on their children's learning via a digital app. Parents feel their children are happy and safe.
- Staff support children with special educational needs and/or disabilities (SEND) effectively. Leaders proactively seek support from other professionals and they work closely with parents. Staff share the activities on offer with the pre-school children at the start of each session. This helps children with SEND access the environment successfully.
- The provider works effectively with outside agencies. However, the provider has overlooked the need to notify Ofsted of a significant event. Nevertheless, the provider now has a good understanding of matters that need to be notified to Ofsted.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of signs a child may be at risk of abuse or neglect. They know which external organisations to contact and how to escalate concerns over a child's welfare. Systems are in place to identify and document children's well-being, attendance and injuries. The manager risk assesses new areas used by children to ensure they are safe and suitable. The management team reviews and monitors all minor accidents frequently. Managers identify and remove any hazards in the environment.

What does the setting need to do to improve?

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

	Due date
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ensure key persons know who their key children are, so they can meet their individual needs and share information with parents	26/04/2023
implement an ambitious curriculum that supports babies' and toddlers' communication and language skills	17/05/2023
provide effective systems for the training and mentoring of staff, to ensure they offer quality learning and development experiences for babies and toddlers.	17/05/2023

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

- develop opportunities for toddlers to learn independence skills so they are better prepared for their next stage in learning.

Setting details

Unique reference number	2684292
Local authority	Cornwall
Inspection number	10283970
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 8
Total number of places	79
Number of children on roll	134
Name of registered person	Daisy Fays Limited
Registered person unique reference number	RP538215
Telephone number	01736 794222
Date of previous inspection	Not applicable

Information about this early years setting

Daisy Fays Nursery St Ives is situated in St Ives Children's Centre, at the rear of St Ives Leisure Centre in Cornwall. It is run by Daisy Fays Limited. The provision is open weekdays from 7.30am to 6pm for 51 weeks of the year. The nursery is in receipt of funding for the provision of free early years education for children aged two, three and four years. There are 16 staff, one of whom has qualified teacher status. One member of staff has a qualification at level 7, one at level 6 and one at level 4. There are eight members of staff with a relevant level 3 qualification in childcare and one at level 2. Three members of staff are unqualified.

Information about this inspection

Inspectors

Jemma Honey
Stephanie Ayres

Inspection activities

- The inspectors discussed any continued impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager joined the inspectors on a learning walk and talked to the inspectors about their curriculum and what they want their children to learn.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The manager carried out separate joint observations of group activities with the inspectors.
- The inspectors spoke to several parents during the inspection and took account of their views.
- Children spoke to the inspectors about what they enjoy doing while at the setting.
- The inspectors spoke with managers about the leadership and management of the setting.

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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