

Inspection of Daisy Fays Chiverton

Parks Interiors, Chiverton Cross, Blackwater, TRURO, Cornwall TR4 8HS

Inspection date: 9 June 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 greeted by staff that know them and their families very well. This is a happy nursery, where staff create a welcoming environment and support children to learn through their play. Children are excited to join in with the interesting activities that staff carefully plan for them. For example, staff freeze water with paint and sequins to make special ice cubes for young children to explore and make marks. Staff cheerfully talk about what the children are doing and skilfully encourage them to experiment with the melting ice cubes in different ways. This helps children to develop a good range of important skills.

Children show through their behaviour that they feel safe and secure in the nursery. Pre-school children use their manners well and show kindness towards each other. Babies and toddlers enjoy close relationships with staff, and affection is readily given and received. Staff place a strong emphasis on helping children to develop their social and emotional skills effectively. Staff have high expectations, and they set appropriate challenges for children to assist their individual progress. Managers and staff are keen to ensure their curriculum evolves and changes. Children are supported well to become confident, happy and social, with a wide breadth of knowledge about the world around them.

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

- The owners actively promote the well-being of management and staff. They ask for recommendations for improvement and readily act on suggestions made. This helps to maintain good working relationships. There is a shared ethos to provide the best care and education they can for all children.
- The dedicated and passionate manager has a good understanding of what she wants children to learn. The recently introduced curriculum builds on what children already know, understand and can do. The manager supports staff to build their confidence on how best to use their skills to teach the children. As a result, staff are developing their understanding of the new curriculum. However, the changes are not yet fully embedded to ensure all staff consistently demonstrate high-quality teaching.
- Staff assist children well through times of change, such as when starting at the nursery and moving on to a new room. Settling-in and transition plans are tailored to children's individual needs. However, for pre-school children, mealtimes are less well organised. This results in children wandering around the room to find where to sit and waiting too long for their food to be served or to be able to serve themselves.
- There is a strong focus to support children with special educational needs and/or disabilities (SEND). Staff liaise with additional agencies when needed and put effective plans in place to identify individual targets. Additional funding is used

well. As a result, children, including children with SEND, make very good progress.

- Parents speak highly of the nursery. They are very pleased with the progress that their children make. Parents report the staff are friendly, and there is always time to talk about anything they may need to regarding their children.
- Children have lots of opportunities to be active and develop their physical skills. For example, babies enjoy splashing water and building with blocks. Toddlers enthusiastically paint the fence with water and are keen to stretch up high to make the water drip down the wood. Pre-school children show high levels of coordination and balance as they eagerly walk across the assault course they have made from wooden planks, tyres and plastic crates.
- Staff use very good questioning to expand on children's understanding and critical thinking skills. For example, children enjoy exploring why different objects float or sink. Children show good knowledge and recall previous learning and vocabulary. Children repeat activities for practise and remember the new skills they have learned.
- Staff prepare pre-school children for transitioning to school effectively. They provide school uniform clothing as part of the dressing-up options in the role-play area to develop their independence skills. The manager invites parents to attend meetings to find out more about school readiness. She promotes effective liaison with local schools.

Safeguarding

The arrangements for safeguarding are effective.

There are robust recruitment processes in place to ensure adults are suitable to work with children. Staff keep their child protection training up to date. They know the signs of potential abuse and neglect and the processes to follow if they have concerns about children's welfare. Staff complete daily checks to identify and minimise any potential hazards for children. The manager reports any concerns immediately to the owner for them to be addressed. The manager provides good advice to parents about how to keep their children safe in the car park. Staff support children to understand and manage risks. They encourage children to use the equipment carefully so they do not hurt themselves or others.

What does the setting need to do to improve?

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

- further strengthen the support for staff to embed the changes of the curriculum to promote consistently high-quality teaching
- review and improve mealtime routines for pre-school children to help them find where to sit and to reduce their waiting time for their food to be served, or to be able to serve themselves.

Setting details

Unique reference number	EY539142
Local authority	Cornwall
Inspection number	10280475
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	0 to 4
Total number of places	42
Number of children on roll	42
Name of registered person	Daisy Fays Limited
Registered person unique reference number	RP538215
Telephone number	01872 560666
Date of previous inspection	5 September 2017

Information about this early years setting

Daisy Fays Chiverton registered in 2016. It operates from premises at Chiverton Cross, Cornwall. It is open each weekday, from 7.30am until 6pm, throughout the year, except at Christmas. The nursery receives funding for children aged two, three and four years. The nursery employs 14 staff, and of these, 11 are qualified at level 3 and above.

Information about this inspection

Inspector

Linda Williamson

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 inspector and manager completed a learning walk together and discussed the early years curriculum.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to parents and looked at written feedback provided to get their views about the setting.
- The inspector and manager completed a joint observation of teaching activities to review the quality of education.
- The inspector looked at a range of documents, including some relating to the suitability of those working with children.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.

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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