

Inspection of Davey Day Care

Quinton Green Farm, Quinton Green, Northampton NN7 2EG

Inspection date: 3 July 2023

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| 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 | Inadequate |
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What is it like to attend this early years setting?

The provision is good

Children are welcomed into the nursery, when they arrive. Staff take time to speak to their parents to find out how they have been since they last attended. Staff know the children well and, overall, they implement an effective curriculum that meets children's individual needs and builds on their skills and knowledge. Staff allow children to lead their own play and explore.

Relationships between staff and children are positive. Children approach staff for cuddles and stories. Staff are attentive, caring and provide good interactions as they play with children. All children, including those with special educational needs and/or disabilities have their needs met. Staff and managers work in partnership with children's parents and other agencies to ensure children receive a consistent approach to their care and learning.

Staff actively promote children's confidence to try new experiences and challenge themselves. For example, staff provide encouragement and support to teach babies how to climb up and down the stairs. They give children time to practise and offer lots of reassurance. Pre-school children are keen to climb onto and jump from equipment. Staff supervise these activities well. They help children consider the risks and think about how they can make sure everyone stays safe.

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

- Since the last inspection, the leadership team have worked hard to make significant improvements. Ongoing discussions about safeguarding issues and procedures, as well as training, has improved staff's confidence and knowledge. Changes to the curriculum to ensure it is fully focused on individual children's learning continue to be embedded into staff practice. The manager and deputy work well together. Staff comment on the management's commitment to their well-being and say they feel valued in their role.
- The manager has devised a curriculum model for babies in which they move around and learn in different themed rooms. Staff offer a range of age-appropriate resources and activities, both indoors and outdoors. Babies benefit from an environment diverse in learning opportunities. However, staff do not always manage transitions between rooms well. Sometimes, staff are confused about the routine of the day and, occasionally, the baby unit lacks clear organisation. This leaves babies waiting and they start to become restless.
- Staff effectively support children's communication and language skills. They encourage babies to be vocal and teach babies signs to help them communicate. Babies copy staff, saying quack, quack when they look at a book and use hand actions to sign thank you. Staff help extend pre-school children's vocabulary. When children make their own play dough, they use words, such as sticky, to

describe how the dough will be if they add lots of water.

- Children are motivated, curious about the activities on offer, and their behaviour is good. Staff successfully use stories and discussions to help pre-school children begin to be aware of their own feelings. Children can say how they feel, they confidently approach staff to speak to them and to ask for assistance when they need it. The time staff give to children has a positive impact on children's behaviour. They listen to staff and know they can access areas for rest and quiet activities when they need to.
- Overall, children learn to be independent. Staff encourage children to make choices about what they do in their play. Babies crawl to low-level shelving to select the books they want. Pre-school children choose which wellington boots they want to put on before playing outside. However, staff do not fully promote children's learning and independence skills during mealtimes.
- Staff work effectively with children's parents. Ongoing communication and sharing of information contribute to children's needs being met. Staff work closely with parents to find out about what children do at home and plan activities that widen children's experiences. For example, staff make the most of the rural location of the nursery and offer children activities that help them learn about nature. Staff help children write letters home and post them in the local post box. Parents are happy with the nursery. They make complimentary comments about the support they receive from staff when settling their child in and about the progress their children make at nursery.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a suitable awareness of how to recognise signs of abuse. They know about the procedures for recording concerns and reporting them to the correct agencies. There are appropriate procedures in place for checking the suitability of staff when they are employed. Existing staff make declarations to confirm their ongoing suitability. Risk assessment is effective. The premises are secure, safety gates are used to prevent children accessing the stairs and the entrance doors to the two nursery buildings. Staff are deployed well; they supervise children appropriately during activities and make regular checks on sleeping children.

What does the setting need to do to improve?

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

- improve how staff manage the organisation of transition times, particularly in the baby unit, to ensure children's well-being is maintained throughout the day
- help staff develop their understanding of how they can effectively support children's learning and independence at mealtimes.

Setting details

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| Unique reference number | EY494123 |
| Local authority | West Northamptonshire |
| Inspection number | 10283942 |
| 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 4 |
| Total number of places | 100 |
| Number of children on roll | 107 |
| Name of registered person | Davey Day Care Ltd |
| Registered person unique reference number | RP535389 |
| Telephone number | 01604 864281 |
| Date of previous inspection | 21 February 2023 |

Information about this early years setting

Davey Day Care registered in 2015. It is located in Quinton Green, Northampton. The nursery employs 24 members of childcare staff, of whom 22 hold appropriate early years qualifications ranging from level 2 to level 6. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Melanie Eastwell
Charlotte Whalley

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.
- The inspectors observed the quality of education during a variety of activities indoors and outdoors and assessed the impact this has on children's learning.
- The manager and both inspectors completed a learning walk together.
- Both inspectors completed separate joint observations with the manager and discussed the teaching and learning.
- The inspectors held a meeting with the manager and the deputy. They looked at relevant documentation and checked evidence of the suitability of staff working in the nursery.
- Both inspectors spoke with staff and children during the inspection.
- The inspectors 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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