

# Inspection of Daisy & Jake Day Nursery

106 Thurstaston Road, Thurstaston, WIRRAL, Merseyside CH61 0HG

---

Inspection date: 15 August 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

## What is it like to attend this early years setting?

### The provision is good

Children are happy and settled in this pleasant environment. Friendly staff welcome them into the setting, where they are greeted by their key person. Children separate easily from their parents and quickly engage in the learning experiences on offer. Young babies enjoy a teddy bears picnic with their friends, while older babies explore their favourite stories. Toddlers laugh heartily as they explore materials with their hands in the messy tray. Pre-school children investigate carrots they have picked from the garden. They recall how the leaves point up to the sun to help them to grow and the roots sink into the soil to get the food they need.

Staff have high expectations for children's behaviour and support children to learn the rules and boundaries of the setting. Children develop positive and respectful relationships with their peers, learning to share and take turns. Staff use stories to help children to learn about different emotions, which helps them to make sense of their feelings. Children develop an understanding of how to keep themselves safe by becoming 'garden detectives'. They help staff to carry out outdoor risk assessments and set up the play area for the day ahead.

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

- Leaders implement a curriculum based on children's interests and next steps. Staff use their own observations and assessments, alongside information provided by parents, to identify progress. Staff plan experiences which engage children and help them to move on to the next stage of their learning. However, staff are not always clear about the developmental expectations of the curriculum. As a result, learning is not always sequenced effectively.
- Interactions with children are positive and supportive. Staff offer lots of praise and ask questions to encourage children to think about what they are learning. However, when asking questions, staff do not always give children enough time to answer. This means children are not always given the opportunity to think about and process the information and respond.
- Leaders and staff effectively support children through periods of transition. Staff provide opportunities for children and parents to meet the new staff and visit the room. They provide a detailed handover to the new staff team, completed in partnership with the parents. Staff support children in spending quality time with their new key person to help them to build attachments. This helps to ease children through transition feeling emotionally prepared.
- Leaders and staff celebrate events and occasions that are special to the children. Babies celebrate their milestone first birthdays with a big party and a cake. Pre-school children celebrate going off to school with a graduation ceremony. Children also learn about the importance of recognising important moments in their lives and the lives of their friends. This helps them to develop respect and

empathy with those around them.

- Leaders have high expectations for children's behaviour. They have effective routines and boundaries in place which help children to anticipate what is coming next. Staff support children to demonstrate positive behaviour through praise and encouragement. This helps children to feel safe and secure and to know what is expected of them.
- Leaders provide healthy meals and snacks provided by an in-house cook who caters for children's specific dietary requirements. They also teach children about the importance of keeping themselves healthy through effective hygiene practices such as handwashing and toothbrushing. This helps children to develop effective hygiene practices to keep them healthy and prevent infections.
- Leaders work effectively with parents to gather information about their child on entry. They continually communicate with parents throughout their child's time in the setting to update them on progress and achievements. Parents submit photos of places they have visited, celebrations and achievements at home. This helps to ensure a coordinated approach to children's learning.
- Following significant changes, the new leadership team has worked tirelessly over recent months. Leaders have worked closely alongside new and existing staff to build a solid foundation on which to further develop the team. Leaders show commitment to continuing and further developing staff training. This will help to ensure a high quality of teaching and learning for all children.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders have effective safeguarding procedures in place and know their responsibilities in relation to child protection. Staff recognise the signs and symptoms of abuse. They know who to go to should they have concerns about the welfare of a child. The premises are secure. Internal doors have coded locks which only staff can access. For additional safety, parents provide a password and photo to show who is allowed to collect their child. Risk assessments are reviewed regularly, particularly following an incident. Leaders ensure all staff are fully aware of any children who have dietary requirements or allergies.

## What does the setting need to do to improve?

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

- deepen staff's understanding of the sequenced curriculum to help children to make the best progress
- support staff to develop more effective questioning techniques, allowing children more time to process and respond to questions.

## Setting details

<b>Unique reference number</b>	EY298540
<b>Local authority</b>	Wirral
<b>Inspection number</b>	10304700
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	82
<b>Number of children on roll</b>	95
<b>Name of registered person</b>	Busy Bees Nurseries Limited
<b>Registered person unique reference number</b>	RP900821
<b>Telephone number</b>	0151 648 1008
<b>Date of previous inspection</b>	29 August 2019

## Information about this early years setting

Daisy & Jake Day Nursery registered in 2004 and is located in the Thurstaston area of Wirral. The nursery employs 18 members of childcare staff. Of these, 11 hold early years qualifications at level 3. The nursery opens from Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Michelle Highcock

## Inspection activities

- This was the first routine inspection the nursery 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 deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 spoke to several parents during the inspection and took account of their views.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023