

Inspection of Daybreak Nurseries

Watersmeet, High Street, Rickmansworth, Hertfordshire WD3 1EH

Inspection date: 11 September 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 flourish in this caring and supportive nursery. Staff build a safe and secure atmosphere for babies and children. For instance, children choose to share their achievements with their key person. Babies know the routine, demonstrating they understand what is happening next as they move to the snack table ready to eat. Staff value and listen to children's voices. For example, they ask when children are ready to have their nappy changed and listen to their answer.

Staff help children to develop their communication skills effectively. They speak to children while they are playing so they can hear a wide range of vocabulary. They sing songs with babies. Older children listen to staff as they read stories. They excitedly talk about the plot with staff, relating the story to their own experiences. For example, pre-school children say that they would feel scared when riding on a rollercoaster.

Children learn social skills throughout their time at nursery, including from the very earliest age. Babies greet each other with smiles and waves. Older children take turns cooperatively when they play together. They pretend to serve and buy ice cream from each other.

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

- Members of the management team have high ambitions for the nursery. They have a clear understanding of what high-quality practice looks like and have plans in place to help staff enhance their interactions with children. Staff report that their well-being is supported effectively by managers. Regular meetings help not only their day-to-day practice but also their overall career pathway.
- Managers take swift action when needed. A recent incident means that managers and leaders have strengthened the procedures for when children are moving between rooms and the garden. Staff complete regular headcounts of children and communicate well about how they need to deploy themselves to help ensure children's safety and welfare.
- Staff are caring and motivated to educate the children. They know their key children's interests and stages of development well. Staff use assessment of children's abilities effectively to plan suitable next steps in learning. This helps to challenge children and embed their learning and skills. While staff are clear about the learning intentions they want children to achieve, this does not always consistently translate into effective activities that provide very high-quality learning experiences for children.
- Children behave well and are curious to learn. They immerse themselves in their play to their satisfaction. Staff play with, and alongside, the children and extend their learning successfully. Older children mix sand and water, exploring the

textures. Skilled staff ask children questions and allow them thinking time to consider their answer.

- Staff work closely with other professionals to benefit children's development and overall welfare. Managers attend regular meetings and share information with specialists to help children's development. Children with identified gaps in their learning and development are catching up to their peers.
- Children are becoming independent and confident. Babies have a go at washing their hands and drying them. Older children pour their own drinks and safely serve themselves food at mealtimes.
- Parents are extremely happy with the partnership the staff have built with them. They note their children have met their learning milestones and learned to play imaginatively. Communication between staff and parents shares high-quality information about children's learning and care. Further information about services and support that can be provided at home is also valued by parents.
- There are many opportunities for children to develop physically. Children balance on beams and jump off blocks at different levels. Staff support children to jump off higher blocks safely as they grow in confidence. Children gain hand control and strength as they draw shapes on a chalkboard and squish play dough. Babies concentrate as they manipulate shapes into the correct space.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding procedures are strong. Regular training and updates help the staff to understand a range of child protection topics. They have good knowledge of when a child may be at risk of abuse or neglect. Staff know how to refer concerns about children and adults within the company and to external agencies. Designated officers understand their responsibilities to act swiftly and their role to liaise with outside agencies.

What does the setting need to do to improve?

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

- help staff to implement learning intentions for children so that children receive even more high-quality interactions that progress their learning further.

Setting details

Unique reference number	EY288175
Local authority	Hertfordshire
Inspection number	10310025
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	55
Number of children on roll	27
Name of registered person	Daybreak Nurseries Limited
Registered person unique reference number	RP523617
Telephone number	01923 772447
Date of previous inspection	11 October 2018

Information about this early years setting

Daybreak Nurseries registered in 2004. The nursery employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round, excluding bank holidays and a week at Christmas. Sessions are from 7.30am to 6pm. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Elke Rockey

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 manager and has taken that into account in their evaluation of the nursery.
- This inspection was carried out as a result of a risk assessment, following information received about the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff and leaders 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 manager and the inspector carried out a joint observation of a planned activity.
- The inspector spoke to several parents during the inspection, read written comments and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- Children talked with the inspector during the inspection.

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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