

Inspection of Daisy & Jake Day Nursery

185 Spital Road, WIRRAL, Merseyside CH62 2AF

Inspection date: 23 November 2023

| | |
|------------------------------|-------------|
| Overall effectiveness | Good |
|------------------------------|-------------|

| | |
|--------------------------|-------------|
| The quality of education | Good |
|--------------------------|-------------|

| | |
|-------------------------|-------------|
| Behaviour and attitudes | Good |
|-------------------------|-------------|

| | |
|----------------------|-------------|
| Personal development | Good |
|----------------------|-------------|

| | |
|---------------------------|-------------|
| Leadership and management | Good |
|---------------------------|-------------|

| | |
|--|------|
| Overall effectiveness at previous inspection | Good |
|--|------|

What is it like to attend this early years setting?

The provision is good

Staff greet children with an enthusiastic welcome each day. Staff have built caring, respectful relationships with the children who they know well. Children receive frequent cuddles throughout the day and staff seek permission before carrying out personal care. These relationships help children to feel safe and secure.

Staff have high expectations of what children can achieve. Leaders use additional funding effectively according to children's individual needs. Children are eager to explore the exciting environments that staff create. Young children excitedly shake instruments along to familiar songs. Children have made friendships with their peers and enjoy playing together. For example, when children discover ladybirds outside, they work cooperatively to create a home for them from leaves. Children show good levels of independence. All children are encouraged to hang up their belongings and to feed themselves. Older children serve their own meals and pour their own drinks competently. When spillages occur, children independently clean them up. Children are confident in their own abilities and make good progress in their learning.

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

- Leaders are committed to providing quality care and education. They have a good overview of the strengths and next steps for staff practice and provide staff with a range of support and training. However, leaders do not consistently check the impact of this support in addressing minor inconsistencies in staff practice. For example, on occasions young children wait for longer than necessary for their meals. This results in them not being as engaged at these times and attempting to wander away. Furthermore, some staff ask questions that are hard for children to understand and answer.
- Overall, children learn about healthy lifestyles. All children have plenty of opportunities to play outside in the fresh air. They are provided with healthy, nutritious meals and snacks. Children are taught to wash their hands before mealtimes and after using the toilet. However, staff do not always ensure that they wash their hands after wiping children's noses to help to reduce the spread of germs.
- The special educational needs coordinator (SENCo) is passionate about supporting children with special educational needs and/or disabilities (SEND) and their families. She liaises well with outside agencies to ensure all children receive support to meet their individual needs. Children with SEND make good progress in their learning from their starting points.
- Staff encourage children to be physically active. Babies have the space to crawl and cruise. Older children create physical challenges for their friends such as challenging them to kick balls through pipes into a bucket. Children use their

strength as they push each other in wheelbarrows. Children are provided with many fun activities that support their physical development.

- In the main, staff support children's communication and language skills well. As children use a toy telephone, staff encourage them to talk about who they are speaking to. Staff point out sounds in the environment, such as the sound of aeroplane. Staff read aloud to children with enthusiasm. Babies choose their favourite stories and pass them to staff and they eagerly explore the pages together. Older children talk about the stories that they have enjoyed and vote for their favourite one. Children are supported to become confident communicators.
- Staff promote children's early mathematics skills well. Young children eagerly join in with number rhymes and shout 'blast off' when they get to 10. Staff encourage children to consider how many chairs are needed at snack time and introduce language such as 'more' and 'less'. Older children count accurately up to 10 as they walk up the stairs. Children are gaining a positive attitude towards early mathematics.
- Partnership with parents is strong. Parents say that their children settle quickly and love attending the nursery. Parents feel supported when they have concerns about their children's development and they say they appreciate the links staff have with other agencies such as health visitors. They know what their children's next steps are and staff share ideas to extend learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety is prioritised at this setting. Parents follow the setting's safeguarding procedures by not allowing people to enter the building, even when they are known. Effective systems are in place to record and monitor accidents. Leaders and staff have a good understanding of their roles and responsibilities to safeguarding children. Staff clearly demonstrate their understanding of potential harm and abuse that would make them concerned, including how to report their concerns. Children are taught how to keep themselves safe when using stairs. They remind visitors to hold onto the rail so they do not fall.

What does the setting need to do to improve?

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

- improve consistency in staff practice by having a clearer oversight of the impact of training and support
- support staff to understand the importance of consistently implementing the nursery's hygiene procedures, such as handwashing after wiping children's noses.

Setting details

| | |
|--|---|
| Unique reference number | EY390819 |
| Local authority | Wirral |
| Inspection number | 10313540 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 0 to 4 |
| Total number of places | 130 |
| Number of children on roll | 105 |
| Name of registered person | Busy Bees Nurseries Limited |
| Registered person unique reference number | RP900821 |
| Telephone number | 01513431007 |
| Date of previous inspection | 24 July 2019 |

Information about this early years setting

Daisy & Jake Day Nursery registered in 2009 and is situated in Wirral, Cheshire. The nursery employs 22 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 2 or above, including one with qualified teacher status. The nursery opens from Monday to Friday, all year round, except for bank holidays. 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

Rebecca Weston
Anita Dunn

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the nursery.
- The manager joined the inspectors on a learning walk and talked to the inspectors about their curriculum and what they want the children to learn.
- Children and staff communicated with the inspectors during the inspection.
- The SENCo spoke to the inspectors about how they support children with SEND.
- Face-to-face discussions were held with parents to gather their views.
- The inspectors spoke with members of the leadership team about the leadership and management of the setting.
- The manager and one of the inspectors carried out a joint observation during a group activity in pre-school.
- Leaders provided the inspector with a sample of key documentation on request, including documentation to demonstrate the suitability of staff.
- The inspectors viewed the provision and discussed the safety and suitability of the premises.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023