

Inspection of Daisy Day Care

15 Millway, Ampleforth, YORK YO62 4DR

Inspection date:

13 December 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

Inadequate

What is it like to attend this early years setting?

The provision is good

Children are cared for by dedicated and nurturing staff. They have created a warm and welcoming environment, which helps children to feel settled and secure. On arrival, children are immediately keen to go and explore the interesting activities available. In the baby room, resources have been thoughtfully set out to promote children's independence and to encourage them to pull themselves up in readiness for walking. Children show curiosity as they crawl on a mirrored surface and pick up shiny objects. They show they want to share favourite books with staff and start to point to animals in the pictures. Older children concentrate as they try to add objects to carefully balance a wooden toy. Staff encourage them to count and to recognise different shapes and colours as they build towers. Their questions are matched effectively to individual children's stage of development. This supports children to make good progress from their starting points.

Staff provide a consistent approach to promoting children's positive behaviour. They understand how to support children to play alongside their peers. There is plenty of praise and encouragement when children are helpful or kind to their friends. Children readily fetch a cloth to clean the table and help staff to sweep the floor. When children want more to eat, staff gently remind them how to ask for this politely. This approach helps children to understand what is expected of them and prepares them for their next stage in learning.

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

- Managers have worked hard to address the actions identified at the last inspection. The staff have all benefited from joining online training sessions together, then discussing as a team how they can implement any changes to their practice. Managers provide appropriate support to staff through regular supervision sessions.
- The nursery curriculum has a clear focus on helping children to become confident, happy, and inquisitive learners. Managers know what they want children to learn, and this is communicated effectively to staff. Activities are carefully planned to give individual children the opportunity to learn or to practise new skills. For example, a craft activity is adapted to support children of different ages to develop their cutting skills.
- Staff understand the importance of supporting children to become confident communicators. They introduce children to new vocabulary as they play. Children are given enough time to answer questions. When children are not making as much progress as they should be, staff work with parents to put in place appropriate support strategies. They recognise the importance of making referrals to other professionals in a timely manner.
- When children are engaged in activities, there is a lovely purposeful atmosphere

in the nursery. However, when it is approaching time to go outdoors or to sit down for food, it becomes a little disorganised. Children are not always clear about what is expected of them. For example, some older children put on their own outdoor clothing, while others who can do so, are happy to let staff do this for them. Babies must wait in their highchairs for too long before their food arrives, and queues for washing hands mean some children start to become slightly restless.

- Snacks and meals are healthy and nutritious. Children thoroughly enjoy their roast dinner and are encouraged to try different vegetables. Older children tell the inspector about the badges they have recently achieved during their weekly swimming lessons. Good hygiene procedures are in place to further promote children's good health.
- There are many opportunities for children to learn outside. Staff help them to practise throwing and catching. They feed the guinea pigs vegetable leaves, and squeal with delight as they play 'What's the time Mr Wolf?' However, the outdoor space is not organised as effectively as the indoor environment. This sometimes results in children's play being interrupted, for example, when children ride their balance bikes into a game. Opportunities for babies to benefit from outdoor learning are also not as fully developed as they are for the older children.
- Parents report they are delighted with the way their children are cared for. They value the effective communication they receive about their children's progress. They have access to their child's folder which contains details about their achievements and their next steps in learning. Parents describe the nursery's effective procedures to support their children as they start to attend school.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a secure understanding of their role in keeping children safe. They attend regular training and check on each other's knowledge about safeguarding procedures in staff meetings. Staff recognise a wide variety of indicators that a child may be at risk of harm. This includes an awareness of signs that may suggest a child is being exposed to extremism or radicalisation. There are clear procedures in place, so staff know how to report any concerns about a child's safety, or about the conduct of an adult who works with children. Staff supervise children vigilantly, including when they are asleep. Appropriate checks are made of the premises so that any hazards are identified and minimised.

What does the setting need to do to improve?

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

- strengthen times of transition such as mealtimes and going outside so that children are clear about what is expected of them, and opportunities for learning

are maximised

- consider how to develop the outdoor area further to promote and extend opportunities for children who prefer to learn outside, including the youngest children.

Setting details

Unique reference number	EY440457
Local authority	North Yorkshire
Inspection number	10307190
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	1 to 10
Total number of places	24
Number of children on roll	53
Name of registered person	Daisy Day Care Partnership
Registered person unique reference number	RP902045
Telephone number	01439788577
Date of previous inspection	27 July 2023

Information about this early years setting

Daisy Day Care was originally registered in 2009 and re-registered in 2012 when they moved to different premises. The nursery is located in Ampleforth, York. The nursery employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, all year round, except for two weeks at Christmas time and two weeks in August. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jan Batchelor

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children spoke to the inspector about what they enjoy doing while at the nursery.
- The inspector carried out joint observations of a group activity with the manager.
- Parents shared their views of the nursery with the inspector.
- The manager provided the inspector with a sample of key documentation on request.

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