

Inspection of Daybreak Nurseries

29 Chiltern Avenue, Amersham HP6 5AE

Inspection date: 20 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are warmly greeted by kind and caring staff. There are strong bonds between the staff and children. This helps children to feel safe and secure. Staff have high expectations for children's learning and behaviour. They use children's life events to support their emotions. For instance, staff talk with children about how they care for their new baby sisters and brothers. This helps children learn about empathy and kindness.

Staff support children's health and well-being very well. Staff in the baby room work with parents from the outset to closely follow their individual routines. Babies are happy in the care of familiar adults. Staff speak softly and sensitively to all babies to help with communication. Babies' language skills benefit from hearing the spoken word and songs throughout the day. Sleeping arrangements are safe and effective, meaning babies and toddlers get the rest they need. Nutritious meals are prepared by the nursery chef and dietary requirements are carefully implemented by the staff team.

Children develop their imagination skills through play. For example, older children develop their role-play skills as they pretend to make different foods. Children eagerly invite staff to join in their play. Staff ensure that children have resources to support their growing interests as they use factual cooking books.

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

- The manager has developed an ambitious curriculum that builds on children's knowledge as they progress through the nursery. They place a high focus on personal, social and emotional development, which helps prepare children for their transition to school.
- The manager and staff proudly talk about providing children with real-life experiences which teach them about their local community. For instance, they organise weekly visits to the local library. This develops the children's love of books. Furthermore, children meet the elderly at a nearby care home. This helps children build connections and learn about the world around them.
- Overall, staff successfully engage with children during their play to build on what they want them to learn next and to develop their interests further. However, during certain times of the day, staff are not always deployed effectively, particularly in the toddler room. Occasionally, children receive less support from staff to extend their play and learning. This means that the youngest children begin to wander or become restless.
- Children behave well. Staff provide children with clear expectations from a young age. Children's self-esteem is enhanced effectively by staff, as they provide children with a good amount of praise and encouragement.

- Staff support children's communication and language well. Children enjoy listening to stories and joining in with songs and rhymes. Babies wiggle and move as they listen to nursery rhymes. Older children demonstrate their developing communication and language skills as they talk to visitors in the nursery.
- Children learn the importance of a healthy lifestyle from a young age. The chef works closely with the staff and parents to cater to children's dietary needs and preferences. Babies thoroughly enjoy the range of healthy snacks, including fruit and soft foods. Older children are physically active; they run in the garden with their friends and paint with brushes on the fences using water. Children become confident in physical activity and enjoy eating healthily.
- Partnership with parents is good. They value the support staff give them to help their child make progress in their learning. Settling-in sessions help parents get to know their child's key person. Parents report that they are fully informed of their children's development through regular reports and daily feedback. They say their children are making excellent progress in their social development and speech.
- The manager's self-evaluation is mostly accurate and identifies areas for further development. She implements a programme of supervision and training to help develop the practice and knowledge of staff. However, staff's teaching and practice is not consistent across the nursery. This means some children do not always benefit from the activities that staff plan.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a thorough understanding of their safeguarding roles and responsibilities. They ensure that staff undertake regular training to keep their safeguarding knowledge up to date. Staff are clear about possible risks to children and can identify signs of abuse. They know how to swiftly report any concerns about children's welfare or concerns regarding adults. Staff supervise children well and teach them to use toys and resources safely. Staff monitor the environment to identify hazards and help maintain a safe learning environment. There are robust systems in place to check the suitability of staff.

What does the setting need to do to improve?

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

- review and improve the monitoring and coaching of staff to enhance the delivery of the curriculum and to support individual staff to strengthen their interactions with children.

Setting details

Unique reference number	EY474757
Local authority	Buckinghamshire
Inspection number	10304944
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	50
Number of children on roll	55
Name of registered person	Daybreak Nurseries Limited
Registered person unique reference number	RP523617
Telephone number	01494721921
Date of previous inspection	6 February 2018

Information about this early years setting

Daybreak Nurseries registered in 2014. The nursery is located in Amersham, Buckinghamshire. It opens each weekday from 8am to 6pm, for 51 weeks of the year. It provides funded early education for children aged two, three and four years. The nursery employs 19 members of staff. Of these, 12 hold appropriate early years qualifications at level 2 and above.

Information about this inspection

Inspector
Kelly Lane

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation in the toddler room with the manager.
- A range of documents was provided for the inspector to sample, including staff suitability.

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