

# Daisybank Day Nursery

Somersby House, Somersby Court, Carrwood Road, Bramhall, STOCKPORT, Cheshire, SK7 3EJ

<b>Inspection date</b>	24/10/2014
Previous inspection date	25/04/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children benefit from an educational programme that is varied and stimulating with a high emphasis being placed on outdoor learning opportunities. Teaching is good because staff provide activities that encourage independent learning. Strong partnership work with schools ensure that children are well prepared for this move.
- Staff build strong and trusting relationships with children and their parents from the start. This helps children to feel safe and settled in the nursery.
- All rooms are welcoming and stimulating. They are planned to reflect the interests of all children and are well organised to allow children to extend their learning through a variety of resources. Therefore, staff use resources effectively to support learning.
- Safeguarding procedures are robust because staff demonstrate a secure understanding of how to protect children. Consequently, children's safety and well-being is given a high priority.

### It is not yet outstanding because

- Occasionally, staff do not give children enough time to answer questions, and sometimes pre-empt them. As a result, children's already good opportunities to think creatively and critically are not always maximised.
- There is scope to increase opportunities for parents to share information about what children do at home so that this knowledge can be used to plan together to further support children to move forward in their learning.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in the nursery rooms and the outdoor area.
- The inspector held a meeting and conducted a joint observation with the manager.
- The inspector spoke to staff and gained the views of parents through questionnaires.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and the qualifications of staff working with children and the nursery's self-evaluation.

## Inspector

Layla Clarke

## Full report

### Information about the setting

Daisybank Day Nursery was registered in 2008 and is on the Early Years Register. It operates from the fully converted residential house situated in the Bramhall area of Stockport. There are currently 51 children attending, all of whom are in the early years age group. The nursery opens Monday to Friday, from 8am to 6pm, all year round, except for public holidays. All children share access to secure, outdoor play areas. There are currently 13 members of staff, of these three hold Qualified Teacher Status, and five members of staff have a degree. The nursery provides funded early education for three- and four-year-old children.

### What the setting needs to do to improve further

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

- enrich children's creative and critical thinking skills further, for example, by asking them questions that require more than one answer and by giving them more time to answer questions and think about and formulate their responses
- increase the opportunities for parents to contribute information about what children do at home and use this shared knowledge to plan together and think through ideas of how to move the child forward in their learning.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Management and staff demonstrate a secure understanding of the Early Years Foundation Stage and the prime and specific areas of learning. Teaching is supported through a range of adult-led and child-initiated activities that effectively support children's learning and progress. Each child is assigned a key person who completes observations and regular assessments of their learning. Individual learning journals include children's observations and assessments, the developmental stages that each child is at and their next steps in learning. Staff use this information to plan enjoyable and challenging activities that support children's individual learning needs. Activities are designed to build on what children already know and can do. This ensures that children are able to succeed. As a result, children are motivated and active learners who develop their confidence and self-esteem. This results in children making good progress in relation to their starting points. Staff evaluate activities which enables them to develop future planning. This means that planning is purposeful and meets all children's needs to help them to develop the skills for future learning in preparation for the eventual move to school.

Teaching is good because staff skilfully help children to learn and develop their skills. The

exciting variety of resources and thoughtful organisation of the nursery rooms invite children to use their imagination, giving them plenty of space to play. For example, children explore the textures of sand and dough and babies delight in the sensory experiences of scrunching silver foil and crushed crackers as staff encourage them to feel the consistency between their toes. Older children use cabbage leaves, paint and a variety of tools to print on to paper. Children delight in listening to the sound that the shaking bottles filled with pasta and rice make as staff support them encouraging them to shake faster or slower in time to the singing and music session. Children are learning to recognise letters and early writing is actively encouraged by the responsive staff team as they use activities, such as phonics to promote older children's understanding of literacy. Staff use mainly effective questioning techniques with children and ask a variety of open questions to encourage children to give a response. However, occasionally staff do not allow children sufficient time to respond to questions resulting in the missed opportunity for children to think about and formulate a response.

A well-organised outdoor area provides children with a range of physical play opportunities. Children learn about the natural world as they go on a fungus hunt as staff provide suitable clothing to allow children to explore in all weathers. This further supports children's understanding of the world. Children benefit from regular dance sessions and delight in pretending they are flying on a magic carpet or pretend to feel the pitter patter of the raindrops and snowflakes through the planned sessions. As a result, children are developing physical skills through exciting imaginative play experiences. Children develop mathematical awareness by singing number songs and counting rhymes as staff readily introduce props to support the counting activities. Furthermore, staff include counting into daily routines, such as counting as they line up before going outside to play. Activities are organised to maximise children's independence and staff are skilled at responding to children's interests and building on these. For example, babies empty the contents of the musical instruments and place the lid back onto the box. Staff observe how the babies bang the box and provide additional equipment to allow the babies to continue with this play while sitting alongside offering encouragement. Consequently, children are able to lead their own play supported by staff who are tuned in to their needs. This captures children's enthusiasm, and as a result, children's interests are well supported.

Staff have created very positive relationships with parents and good communication each day ensures that parents are aware of what their child is doing and their current interests. Staff undertake the progress check for children aged between two and three years; and share this effectively with parents and appropriate professionals. Parents can view their child's learning journal at any time and meet with staff to discuss their child's progress. Staff share a delightful range of photographs with parents. However, there are fewer opportunities for parents to be able to share what they know about their child's progress at home, in order to promote a two-way flow of information that contributes to children's continued progress in their learning.

**The contribution of the early years provision to the well-being of children**

Children enjoy their time at this welcoming and friendly nursery and new children settle well. Staff respond immediately to children needing comfort, and as a result, all children form positive and trusting relationships, which further supports children's emotional security and confidence. An assigned key person takes responsibility for each child and staff display this information in the entrance hall. Consequently, all parents are aware of who specifically cares for their child. Staff gather information about children's routines, favourite comforters and their different behaviours, which is used actively each day to ensure that children have a smooth move into the nursery from home. Staff use daily discussions and communication books for the parents of younger children to share any extra information. In addition, staff encourage parents to telephone or email if they require any further reassurance. Therefore, there is a strong continuity between home and the nursery and in the care that the children receive. Staff use flexible processes to welcome children into the nursery and when preparing them to move between the rooms. This is unique to each child and agreed with parents to support children's well-being.

Children are offered a healthy, nutritious and balanced diet. For example, they typically enjoy lunches, such as cottage pie with sweet potato and a variety of vegetables. Snacks include fresh fruit and vegetables. Children use cutlery independently and older children are encouraged to chop their own foods using knives and forks. Staff regularly remind children to use good manners which promotes socially acceptable behaviour. Staff help children to learn about healthy food options as they involve them in the growing of seasonal fruit and vegetables, such as runner beans. Staff regularly take children on outings to buy fresh produce to be eaten at meal times. Children wash their hands independently before lunch and after using the toilet, as staff explain the importance of safe hygiene practices. This reduces the risk of contamination and the spread of germs. Children have many opportunities to play outdoors in the fresh air as they have regular access to a delightful and stimulating outdoor learning area. Furthermore, children go on daily outings to the local areas and often further afield in their minibus, where they are able to be physically active climbing trees, exploring in caves and making camp fires. This also ensures that children learn to take sensible risks during their play as staff remind them about keeping themselves safe through a variety of challenging experiences. By the time they leave the nursery children have developed the skills that they will need for their move to school.

The learning environment has a range of resources which are readily available to the children. This enables children to follow their individual interests independently and helps to promote their self-confidence. Behaviour is good. Staff are positive role models for children. They speak kindly to them and listen to what they have to say. Staff support children to develop social skills when playing alongside their peers, together in small groups or with older children. Consequently, children enjoy their time in the nursery as they play well together and strong friendships are formed.

**The effectiveness of the leadership and management of the early years provision**

The manager and the staff team have a clear understanding of their roles and responsibilities in meeting the requirements for the safeguarding and welfare and the learning and development requirements of the Early Years Foundation Stage. Staff are able to demonstrate clearly their knowledge of the procedures to follow should they have any concerns about the welfare of a child in their care. Staff maintain appropriate accident, incident and medicine records as part of their safeguarding procedures to protect children's welfare. The manager has a good understanding of using the evaluation processes to monitor the quality of the educational programmes to support children's progress. Her action plans accurately highlight the strengths in the provision and also identify areas for further development. The manager carefully tracks children's progress. This means she can easily identify if there are any delays or gaps in a child's development.

Following the last inspection by Ofsted and the subsequent monitoring visit, the manager's drive for improvement is demonstrated by clear plans for improvement. Each action set at the last inspection has been met through careful consideration and clear targets are monitored through a robust development plan. Risk assessments have been reviewed and sleeping children are now directly supervised, which helps to keep children safe. All recruitment records and suitability and identity checks have been completed, which helps to ensure that staff looking after children are suitable to fulfil the requirements of their role. Each child now benefits from having a named key person who ensures that care is tailored to meet their individual needs. Educational programmes are now designed to promote each child's learning and development and to ensure that all children have a balance of activities which promote all areas of learning. Furthermore, materials and experiences are provided which interest and challenge children. This has resulted in significant improvements to the learning and development programme for all children. Managers have implemented effective supervision for staff in order to provide a culture of support, coaching and training to improve their personal effectiveness.

Partnerships with parents and other early years professionals are good and promote continuity in children's care and learning. The manager and staff have developed strong links with the local schools and regularly visit to share information to meet the individual needs of all children when the time comes for them to move to school. A range of policies are shared with parents to underpin the professional relationship. Good quality feedback is provided each day. The nursery communicates with parents using a range of methods including noticeboards, newsletters and social media. Parents are extremely complimentary about the nursery and the staff team and feel thoroughly involved in their children's learning and development. They say they are happy with how information is shared, the variety of activities and the strong emphasis on outdoor learning opportunities and that their children are progressing well.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY363031
<b>Local authority</b>	Stockport
<b>Inspection number</b>	979271
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	43
<b>Number of children on roll</b>	51
<b>Name of provider</b>	Daisybank Day Nursery Ltd
<b>Date of previous inspection</b>	25/04/2014
<b>Telephone number</b>	0161 4394726

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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