

# Daisybank Day Nursery Ltd



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

<b>Inspection date</b>	15 May 2018
Previous inspection date	24 October 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children explore happily in the exciting and well-planned environment. The manager's attention to detail in making the nursery welcoming and homely is a particular strength of the provision. Children continually encounter unusual and interesting objects that help to stimulate and absorb their interest.
- Parents comment that the nursery feels like a home from home. They praise the individual care provided for children. For example, practitioners find out, which songs parents sing to soothe babies at home and sing them in the nursery. Parents feel well informed about children's progress and particularly like the on-line learning journal.
- Practitioners observe children's learning and accurately assess their progress. They encourage parents to tell them about children's achievements at home.
- The manager demonstrates a strong commitment to improving the provision. For example, she supports practitioners to gain further qualifications.
- Children exercise and play in the fresh air every day. They go on interesting and varied outings and this helps them to learn about the local community and wider world.

### It is not yet outstanding because:

- The regular monitoring of the performance of practitioners does not focus sharply enough on raising the quality of teaching to a higher level.
- Practitioners sometimes do not share the next steps for children's learning effectively enough with everyone involved in their care.

## What the setting needs to do to improve further

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

- strengthen the monitoring of the performance of practitioners and focus more sharply on helping them to raise the quality of teaching to the highest level
- share identified next steps for children's learning with everyone involved in supporting them.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector spoke with children and practitioners during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and the nursery director. She looked at relevant documentation and evidence of the suitability of practitioners working in the nursery.
- The inspector spoke to parents and took account of their views.

### Inspector

Susan King

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. When local or national child protection guidance changes, managers renew nursery procedures and train practitioners to update them. Practitioners know the action they must take if they consider that a child may be at risk of harm. Practitioners establish effective partnerships with other professionals. For example, they take close account of advice from specialist professionals when they plan the programme of activities for children who have special educational needs (SEN) and/or disabilities. In a further example, practitioners share information about children's achievements effectively when they start school. This helps to promote continuity in children's learning.

### Quality of teaching, learning and assessment is good

Practitioners understand how children learn. They interact playfully with children and plan interesting activities. For example, pre-school children busily search the outdoor area for discs with the numbers 1 to 20 on them. They read and match the numbers until they have found them all. This helps to promote children's recognition of written numerals. In addition, children learn to work together to complete the task. In a further example, toddlers begin to develop the coordination to use scissors when they try to cut the pieces of cooked spaghetti. Practitioners promote children's early literacy effectively. For example, practitioners skilfully incorporate picture books into sensory activities for babies.

### Personal development, behaviour and welfare are good

Children are eager learners who demonstrate that they feel secure in the company of the well-qualified practitioners. Practitioners carefully follow robust policies and procedures that help them to keep children safe. For example, when children have accidents, practitioners record the details and report them to parents. Practitioners teach children to make healthy choices. For example, children learn, which foods help their bones and teeth to be strong. Children follow consistent routines that help them to develop self-control and independence. Practitioners praise children who are helpful and who wait for a turn. This helps to promote children's positive behaviour.

### Outcomes for children are good

Children acquire the skills, knowledge and attitudes to learning that prepare them well for their eventual move on to school. Children, including those whose starting points are below those of other children their age, make good progress. Gaps in attainment close steadily. Pre-school children write their names using correctly formed letters. They recognise written letters and know the sounds they represent. They begin to blend letters and sounds to make simple words. Children develop physical strength and agility. For example, they climb into the low branches of trees and run fast to intercept the football. Children develop independence in using the toilet and know why they must wash their hands.

## Setting details

<b>Unique reference number</b>	EY363031
<b>Local authority</b>	Stockport
<b>Inspection number</b>	1104684
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	43
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Daisybank Day Nursery Limited
<b>Registered person unique reference number</b>	RP906683
<b>Date of previous inspection</b>	24 October 2014
<b>Telephone number</b>	0161 439 4726

Daisybank Day Nursery Ltd registered in 2008. The nursery employs 13 members of childcare staff. Of these, one holds a qualification at level 7, two hold qualifications at level 6, three at level 5, one at level 4 and two at level 3. One member of staff holds early years professional status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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