

# Daisy and Jake Day Nursery

Inspection report for early years provision

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**Unique reference number** EY298540  
**Inspection date** 24/03/2009  
**Inspector** Elaine Murray

**Setting address** 106 Thurstaston Road,, Thurstaston, Wirral, Merseyside,  
CH61 0HG  
**Telephone number** 0151 648 1008  
**Email** info@daisyandjakedaynursery.co.uk  
**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Daisy and Jake Day Nursery is one of three day nurseries owned by the same provider. It opened in 2005 and operates from purpose built premises in Thurston, Wirral. A maximum of 82 children may attend the nursery at any one time. The nursery is open five days a week from 07.30 until 18.00 all year round. All children share access to a secure enclosed outdoor play area.

The provision is registered by Ofsted on both the compulsory and voluntary parts of the Childcare Register. There are currently 140 children attending who are within the Early Years Foundation Stage (EYFS). Children come from a wide catchment area. The nursery provides funded early education for three and four year olds. The nursery currently supports a number of children with learning disabilities.

The nursery employs 26 staff. All staff, including the manager, hold appropriate early years qualifications. One staff member has Qualified Teacher Status.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Staff effectively meet children's individual needs and provide an inclusive and caring environment. Most aspects of children's welfare and learning are well promoted. Effective systems are in place to ensure children's safety. Managers have a thorough and effective approach to self evaluation, and have a good idea of the strengths and weaknesses of their provision. They have made positive improvements since the last inspection and have clear plans for future development. Staff have established an effective partnership with parents and are developing links with other providers of EYFS.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- give further consideration to planning for the pre-school rooms to ensure that plans for grouping and activities consistently meet children's needs
- ensure that children are provided with appropriate crockery at snack time, and continue to develop and reinforce their awareness of their own needs with regard to hygiene.

## The leadership and management of the early years provision

Staff make good use of space and resources to provide a bright and welcoming environment in which children can feel secure. An effective key worker system ensures that staff know the children well and are able to meet their individual needs. All staff hold early years qualifications and several are undertaking further training towards a level three early years qualification or an early years degree.

This has a beneficial effect on the quality of provision for children.

Managers are committed to further improvement. They have introduced effective systems of self evaluation, which mean that areas for improvement are identified and acted on. Managers ensure that there is regular monitoring and evaluation of all areas of provision, and a clear staff development programme is in place. Managers have completed the Ofsted self evaluation form, taking into account the views of staff. Staff have made good progress in meeting the areas for improvement identified at the last inspection. All staff have good understanding of child protection issues and the procedures to follow if they have concerns. Effective fire evacuation procedures are in place. Improvements have been made to planning and to systems for monitoring and evaluation. These measures have a positive effect on children's safety, welfare and learning.

The promotion of inclusive practice is given a high priority by staff. For example, good attention is paid to meeting the individual needs of children with disabilities and children who are bi-lingual. Staff have established positive links with other providers of the EYFS, where children attend more than one setting. Staff establish a positive partnership with parents. Effective systems are in place to share information with parents about the provision and their child's progress and parents regularly share their own observations of children's learning at home. This helps to ensure that children's needs are effectively met.

Children's safety is well protected. Risk assessments are thorough and regularly reviewed. Staff are pro-active in updating their assessment of risks due to changes to premises, equipment, or children's needs. Clear and comprehensive policies and procedures are in place which work effectively to ensure that children's welfare and learning is promoted.

## **The quality and standards of the early years provision**

Staff provide a safe and welcoming environment in which children's learning is effectively promoted. The main playrooms are bright, children's work is attractively displayed and children can access a broad range of resources. Staff have very positive relationships with children. Babies respond well to staff's warm and caring interactions, and throughout the nursery children are happy and settled. Children behave well due to staff's positive approach. Older children learn to be independent and to consider the needs of others as they take turns to serve snack and pour drinks for one another.

Staff have a good knowledge of the EYFS learning requirements and guidance. They are familiar with the six areas of learning and plan a wide range of activities for children based on their individual needs and interests. As a result children's learning is developed effectively. Staff meet the needs of older and more able children well, providing activities to challenge and extend them beyond the expectations of the early learning goals. Staff make regular observations of children's learning and make effective use of these observations to inform planning. This means that at most times, planned activities are well matched to children's learning needs. On occasion, the activities planned and grouping of

children not as effective. For example, during a weekly session where a group of older pre-school children join the children in the lower pre-school room for part of the morning, planning does not effectively ensure that the needs of all children are taken into account. As a result children's interest is not fully sustained.

Children's confidence and self esteem are promoted well. Staff make good use of daily routines such as circle time to promote children's sense of belonging, For example, young children happily join in a song where they sing the names of the children present in turn, When their name is sung, children collect a photograph of themselves from the carpet. Children are motivated and interested in their learning. They listen attentively to stories, joining in with repeated phrases. Babies show fascination and they explore scented play dough, and young children enjoy exploring trays of baked beans. Children show a good understanding of letter sounds, as they suggest items beginning with the letter J.

Staff take care to ensure that all children can take part in the activities provided. Children with additional needs are effectively supported and staff adapt their practice to ensure they are positively included. The languages of children who are bi-lingual are positively acknowledged, as staff know some words of the children's other language and display dual language notices in the playrooms. Staff promote children's awareness of cultural difference through practical activities relating festivals, such as Chinese New Year, and by acknowledging differences in the culture of children attending the setting.

Children's good health is promoted as children are provided with a varied diet, which includes plenty of fresh fruit and vegetables. Children's understanding of healthy eating is effectively promoted through activities such as fruit tasting. Children take part in the annual 'Healthy Body Happy Me' week, where they take part of a range of activities to develop their awareness of the importance of exercise, hygiene and healthy eating. Children clearly enjoy eating the broad range of fruit provided, but are not always provided with plates to eat this snack from. Children learn about hygienic procedures and are aware of the need to wash hands at appropriate times, although this learning is not always reinforced. Older children can explain that they need to wash hands to get rid of germs. Children learn to keep themselves safe as staff discuss with them why they need to push in chairs and tidy toys to prevent tripping. Children demonstrate a good awareness of how to safely use the staircase to the outdoor play area.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met