

Daisy and Jake Day Nursery

185 Spital Road, Spital, Bromborough, Wirral, CH62 2AF

Inspection date	18/03/2013
Previous inspection date	27/08/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- All staff have an exceptional awareness and understanding of how young children learn and develop. The innovative use of the outdoor environment highly motivates all children and complements their preferred learning styles.
- Key persons are highly skilled and sensitive and help children to form secure attachments and to feel very secure within the nursery. Key persons have an excellent knowledge and understanding of the children they care for and expertly support them in their next steps of learning.
- All children make excellent progress in relation to their starting points in this inclusive nursery.
- Partnerships with parents, external agencies and other providers are highly effective and contribute to ensuring that children's needs are quickly identified and met.
- Staff have an excellent understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. The rigorous implementation of robust policies and procedures successfully promotes children's safety and well-being.

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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in each playroom, the outside play areas and the forest school.
- The inspector held meetings with the provider, the manager, talked to staff and carried out a joint observation.
- The inspector looked at children's records and a sample of the required documentation.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Jean Thomas

Full Report

Information about the setting

Daisy and Jake Day Nursery was registered in 2009. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. It is situated in purpose built premises in the Spital area of Wirral. It is one of three privately owned nurseries and is managed by the registered providers. The nursery serves the local area and is accessible to all children. It operates from five rooms on two floor levels. The first floor level is accessible by stairs and a lift. There is a fully enclosed area available for outdoor play.

The nursery employs 28 members of childcare staff. Of these, 22 hold appropriate early years qualifications, eight at level 2, eight at level 3, two at level 4, one at level 6, including four with Early Years Professional Status, Foundation degree or Qualified Teacher Status.

The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 160 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children, who speak English as an additional language and those with special needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance opportunities for children to explore the exciting and stimulating outdoor environment.

Inspection judgements

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

Staff have an excellent understanding of child development, the areas of learning and the characteristics of effective learning. They use this knowledge extremely effectively to plan and support children's progress through motivational teaching. Staff are enthusiastic and playful, which strongly influences children's positive attitude to play and learning. As a result, children from an early age are confident to access resources independently and sustain their concentration while being fully engaged in activities. Meticulous and sharply focused assessment and planning ensures that activities provide optimal challenge for children, which significantly contributes to the excellent progress they make in relation to their starting points.

Key persons place great emphasis on partnership working with parents and other professionals to ensure that they are fully informed and equipped to meet individual children's needs. This extends to implementing the progress check at age two years. Key persons develop specific skills, such as sign language and carry out their own research on children's special needs and/or disabilities to accurately inform their teaching practice. The impact of this level of commitment is reflected in the excellent progress all children are making. Parents are actively involved with the initial and subsequent assessments of their children. There are numerous opportunities, which promote parental involvement in children's learning at home. For example, information shared by key persons through discussion, access to children's records of learning, opportunities to attend parents' evenings and participating in the 'take home' nursery toys activities.

Key persons' partnership working with parents and the quality of their rigorous observation and assessment process results in them having a superb understanding of their individual key children. They skilfully plan exciting learning opportunities around children's interests to motivate and engage them in stimulating learning opportunities. For example, in the baby room, the children explore the texture of a variety of materials, including mashed potatoes, using their hands to press and grab the mound of potato. Through participating in this activity, babies are developing control and coordination of small muscles needed for writing later on. Key persons also introduce cars to the activity, knowing that these play resources are a particular interest to individual children. This successfully engages the children's attention and involvement in this activity.

The indoor and outside nursery areas are thoughtfully planned to create stimulating and enabling environments. Staff have a flexible attitude to the routine of the day. Consequently, there is a relaxed and unhurried atmosphere. Combining this with the excellent continuous provision of resources in all areas, children have the time, space and materials to play investigate and explore. The nursery supports all children and their different styles of learning. For example, staff maximise children's learning opportunities through the extensive use of the outdoor environment. These areas are richly resourced with play materials, equipment and books to support all aspects of learning. Many of these resources can be used in different ways and allow children the freedom to develop their own imaginative play. For example, a group of children work together, using their problem solving skills, to position the large crates to create their own design to match their play plan. Younger children squeal with delight as they pursue activities in the nursery's 'wild garden'. They confidently negotiate the areas of the ground, which are uneven and sloping, finding pathways and exploring the natural world. Children pursue make-believe play by pretending in the 'mud kitchen'. They transfer mud to a variety of different sized pans and containers and stir their mixtures vigorously before placing them in to the oven. This activity promotes mathematical concepts as children fill, pour and empty mud in and out of different sized containers.

High priority is given to promoting children's communication and language development. Staff model language exceptionally well and consistently talk clearly to all ages of children. They expertly use a variety of strategies to capture children's attention and develop their listening skills. For example, while outside, they encourage children to close their eyes and listen to the sounds of the environment. Children respond to this and happily take turns to describe what they can hear. Staff are also animated story tellers, using expression in the

tone of their voices and props to successfully sustain children's interest when reading stories.

Staff have completed forest school training. They fully embrace the training programme to promote children's confidence and self-esteem, develop their communication and physical skills. The outdoor learning sessions are extremely well planned for. While in the woods, children have hands-on experiences with nature and learn to respect their environment. They notice the spring growth on the tree and gently touch the catkins and buds, describing the texture. Children learn new words, such as 'reflection' as staff point out the tree reflections on the river. They later use the word as they see their own reflection in the puddles, which they splash in. Staff expertly respond to spontaneous situations to promote active thinking. For example, when the pathway is partly covered with fallen branches, staff ask questions for the children to work out what to do in this situation. Being presented with this physical and mental challenge, the children think for themselves putting forward their ideas. As a result of their own decision making, they walk slowly in a single line to get past the obstacle. The high quality teaching and the wealth of opportunities children experience, results in them being exceptionally well prepared for their next stage of learning.

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

Children thoroughly enjoy their time at nursery, participating in a wide variety of fun and challenging activities that stimulate their natural curiosity and interests. They express their enjoyment as they say 'we are having a lovely day' and after an energetic game of hide and seek, they expressively exclaim 'that was fun'. Children's and staff's laughter can be heard throughout the nursery. This shows that children feel emotionally secure at the nursery. The highly effective key person system significantly contributes to achieving these close emotional attachments. Consequently, children from an early age become extremely confident and self-assured learners. Transition procedures between nursery rooms are sensitively implemented. Staff respect the uniqueness of each child and plan individually to support their smooth transitions. Parents are actively involved in this process.

Staff are exemplary role models for children's behaviour. They speak to children in a calm, respectful and caring manner. Activities are planned to nurture children's appreciation of their own and others' feelings. Consequently, in their interaction with other children, they show respect as they talk with their friends and consider the needs of others. For example, self-initiated, the children support each other by helping to fasten each others' coats and put on their boots as they get ready for outdoor play. From an early age, children contribute to the decision making within the nursery. This reflects the high expectations, which staff have of children's capabilities. For example, younger children state their expectations of acceptable behaviour in their playroom, which staff record and display. Great emphasis is placed on nurturing children's respect towards similarities and differences in the diversity of our society. Activities are planned based on cultural and religious celebrations and parents become activity involved in the planning of these events. In each playroom, children have access to photographs of their own and other children's family members. This helps them to understand that there are different family compositions. Staff celebrate events in children's and their families lives, which supports

their self-esteem and their understanding that they are unique.

Staff plan an extensive range of activities and provide resources to promote children's enjoyment of physical exercise. Independent instructors provide additional activities, such as football coaching, to further enhance their physical skills. The provision of 'all weather' clothes enables the children to experience outdoor activities throughout the year. Children benefit from a nutritionally balanced diet. The food is freshly prepared each day by the nursery cook. The menu provides a variety of tastes and textures and incorporates plenty of fresh fruit and vegetables. Menus are discussed with parents and all dietary needs are catered for. Children's interest in healthy food options is further extended through their involvement in growing fruit and vegetables and cooking activities. Children's self-help skills are encouraged and effectively supported as they serve their own food at mealtimes. For example, staff thoughtfully position the bowls of food to enable children to manage serving themselves.

Children learn how to look after themselves through the clear explanations, which staff give regarding safety issues relating to activities and their involvement in practising the nursery's evacuation procedure. Children listen to staff and respond to their guidance. Staff ask questions to refresh and confirm their understanding of the safety procedures before going on any outings. When on the outing, children implement their learning, for example, they stand still when a dog and their owner walk past them, so that they do not alarm the dog with sudden sound or movements.

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

Utmost priority is given to safeguarding children. All staff complete regular safeguarding training. The manager undertakes ongoing assessment of their knowledge to ensure that procedures are known to effectively protect children from harm. Robust recruitment and vetting procedures help to ensure that all staff are suitable to work with children. All staff undergo an induction programme, which involves on-line training and is assessed by the manager. This forms part of a three-staged internal training programme, which all staff are required to complete. The provider has invested in a computer programme, which is used to analyse accidents that occur in the nursery. The results of this inform the risk assessments to minimise or remove risks. The legally required documents are accurately maintained. This includes the record of children's and key person's attendance, which shows the correct ratios are maintained. An extensive range of policies and procedures successfully underpin daily practice and regular reviews are carried out.

Leadership is inspirational. The provider and manager have outstanding aspirations and pursue excellence in all aspects of the provision. This ethos highly motivates the staff team, who are dedicated to provide outstanding and inclusive nursery provision for all children. Reflective practice and evaluation techniques ensure that all children thrive and the nursery has the capacity to make sure their continuous development. For example, there are exciting plans to develop the outdoor area further for the younger aged children. This will improve their opportunity for free movement between the indoor and outside environments to further increase their independence in outdoor play choices. Evaluation

processes involve the views of parents and children to ensure that their ideas are respected and taken on board. The recommendations from the previous inspection have been fully met through the implementation of the revised Early Years Foundation Stage. High-quality professional supervision and coaching is provided, based on consistent and sharply focused evaluations of the impact of staff practice.

Thorough and comprehensive processes are in place to monitor the quality of provision and the educational programmes. These processes include the manager's monthly evaluation of each playroom and staff practice. Room managers, on a daily basis, assess the quality of the key person's planning for individual children. A robust system is in place to track children's progress. As a result, children, who are at risk of falling below their expected levels of development are quickly identified. The nursery's Early Years Foundation Stage Consultant is involved in the monitoring of the quality of the planning and assessment, with particular responsibility for children identified in being need of support.

Partnerships with parents are excellent. They are consulted and involved in the organisation of the nursery. For example, in revising the nursery procedures and developing the variety of communication methods used to share information. Parents are very complimentary of the nursery and refer to the 'brilliant' progress their children are making. They comment that staff are very friendly and approachable and support children's learning and development exceptionally well. Relationships with other professionals involved with children are firmly established and contribute in supporting children's learning and welfare. Teachers from local primary schools visit children prior to their entry to school, in order to build up a relationship with them and identify future learning needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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

Unique reference number	EY390819
Local authority	Wirral
Inspection number	907727
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	105
Number of children on roll	160
Name of provider	Daisy and Jake Day Nursery Ltd
Date of previous inspection	27/08/2009
Telephone number	01513431007

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

