

Daybreak Nurseries

29 Chiltern Avenue, Amersham, HP6 5AE

Inspection date

Previous inspection date

18/08/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Staff use successful strategies to engage all parents and offer valuable information for extending children's learning at home. As a result, children's continuous learning is well supported.
- Staff conscientiously reinforce children's awareness of healthy eating and lifestyles. As a result, children's independent self-care skills such as brushing their teeth and washing their own hands are well developed.
- Staff implement effective systems to secure smooth transfers to schools. Consequently, children are emotionally well prepared for their next steps in learning and the move to school.

It is not yet outstanding because

- Staff do not always offer children opportunities to develop their literacy skills outdoors. For example, writing tools are not always easily accessible to children.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's activities in each room and outdoors.
- The inspector undertook a joint observation with the manager.
- The inspector had a discussion with the manager.
- The inspector talked with staff, some children and parents.
- The inspector scrutinised a ranged of relevant documentation.

Inspector

Helen Porter

Full report

Information about the setting

Daybreak Nursery originally registered in 2004 and expanded its service into new premises which were registered in 2014. It is run by Daybreak Nurseries Limited. The nursery operates from a single storey building in Amersham in Buckinghamshire. There is access to three play rooms and an outdoor play area. The nursery provides a service for children from the local community. The nursery is open each weekday from 7.30am to 7pm for 51 weeks of the year. Daybreak Nursery also provides before and after school care and a holiday club. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the childcare register. It is in receipt of funding for the provision of free early education to children aged two, three and four years. Children attend for a variety of sessions. Systems are in place to support children with special educational needs and/or disabilities. The nursery employs 15 members of staff. Of these, 13 staff hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- enhance the resources and opportunities for children to further develop their literacy skills outdoors.

Inspection judgements

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

The educational programme is developing very well. Staff use settling-in sessions to gather information from their parents and observe the children. Key information is effectively used to inform future planning for the children's individual needs. The key person carries out observations on children and links them to the seven learning areas. They record children's next steps in learning and effectively implement this into the future planning. This helps to make sure that children's ongoing needs and interests are met. Staff summarise children's progress each term and share the report with the parents. This informs parents of their child's progress and enables parents to share information about their child's learning at home.

Staff provide interesting and challenging activities and resources. As a result, children make good progress in their learning, given their starting points. Staff use stories effectively to develop the children's language. They use clear language and slowly talk through the stories with the children. Staff use simple questions to seek out children's thoughts about the illustrations and to guess the ending. In addition, this gives children chances to talk in small groups which helps to develop their social and communication skills. Staff extend children's development by introducing other areas of learning during

story time. For example, staff introduce mathematics as they read stories about three bears. They ask children to count to three and hold up three of their fingers. This encourages the children to count three fingers and engage in the story well. Children compare the sizes of the bears using mathematical words such as 'bigger' and 'smaller'. Staff provide plenty of opportunities to develop children's understanding of the world. For example, they give children watering cans to water the flowers. Staff explain to children that the water helps the plants to grow. In addition, French lessons provide children with the chance to learn another language.

Overall, staff provide children with plenty of opportunities to develop their literacy skills indoors. For example, children point out familiar letters to staff telling them that 'U is for umbrella'. They recognised the initial letter in their own name and sound it out to staff. This builds children's progress towards their next steps in learning and their move to school. However, there are fewer opportunities to develop children's literacy skills outdoors. For example, writing tools are not always easily accessible to children. This means that children who learn better outside do not consistently have access to resources that promotes their literacy development.

Staff create good opportunities and experiences for children to develop their physical skills. Children show good control and coordination as they ride on scooters and run around the garden. Staff effectively challenge children to learn new skills. For example, children successfully learn to jump from one toadstool to another in the garden. They smile at their friends and staff with pride. This helps to boost their confidence and self-esteem. Children have free flow access to the garden. In addition, staff also carry out physical activities indoors. This helps to make sure that all children have opportunities to develop their physical skills. For example, staff provide children with fun movement sessions indoors. Children move around the room mimicking reptile movements. For example, one child walks on their hands and feet to move like a lizard. Staff encourage children to dress themselves by putting on their own hats and shoes. Consequently, children make good progress in their physical development.

Staff effectively involve parent's suggestions and views in meeting their child's needs. They share daily information about the child's achievements and care through daily diaries and verbal feedback. Parents comment about their child's achievements at home and note possible changes their daily routine. This provides continuity of learning and care for each child. In addition, staff attach activity ideas to display boards for the parents. This encourages children and parents to carry out further learning activities related to the nursery themes at home. Staff use the three monthly parents' evenings to talk in more detail about children's progress. This enables parents and the key person to decide on children's next steps in learning. Parents comment that they feel this two-way communication involves them regularly in their child's learning.

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

The key person system in the nursery is well established. Staff are attentive and form good relationships with their key children. As a result, children form close bonds with

them. For example, during story times they cuddle up to staff and sit on their laps. A buddy system means that children's needs are still met when their key person is away. This provides children with continuity of care and security. Children and parents are introduced to the nursery using a very clear induction process. This helps to settle children in quickly and effectively. As a result, children arrive at the nursery and are keen to explore the environment. Parents comment that the settling in process gives children time to get to know the staff and the nursery environment.

Staff are enthusiastic and role model good social behaviour to the children. As a result, children behave well. For example, staff actively encourage them to take turns and share. They use lots of praise to reward children for positive behaviour such as, helping to tidy up. The staff consistently use good systems to alert children to any changes in the routines. For example, they warn children that there are five minutes to go until it is tidy up time. This helps children to be prepared for change and aids smooth moves into the next part of the day.

When children arrive they automatically go straight to their pegs to put their indoor shoes on. These routines and systems help the children to learn skills that prepare them for their move to school. The indoor environment offers stimulating resources to develop children's all round development and emotional well-being.

Staff show strong commitment towards promoting healthy eating and lifestyles. As a result children learn how to keep themselves healthy. Staff encourage children to try the vegetables they grow in the garden such as courgettes and cabbages. This helps children to learn about healthy eating and how vegetables grow. Children show increasing levels of self care skills as they feed themselves their healthy lunches. They enjoy hot meals such as chilli. They use their own cutlery and pour their own drinks of water. After lunch, children automatically go to wash their hands. These skills prepare them well towards their next stages of learning or the move to school. Staff provide free flow access to the outside area. This means that children get regular fresh air. A catering company provide the nursery with healthy meals such as vegetable stews. The nursery works closely with them to provide them with information about children with allergies or dietary requirements. Staff model good hygiene practices by wearing disposable gloves and aprons to prepare snacks and meals. This prevents cross contamination of germs and foods. In addition, staff effectively use the children's meal times to teach children about healthy foods. They use a velcro board game to teach the children about the food they are eating and whether or not they are healthy. For example, children tell the staff that sweetcorn is healthy and the picture of sweetcorn is placed on the healthy eating boards. This helps children to actively learn about healthy eating. Staff help to promote healthy teeth by talking about how to keep them clean and supporting them to clean their own teeth after lunches. Staff effectively teach children about keeping safe during day to day activities. For example, children practice cutting with scissors. They tell the adults supervising the activity that scissors are sharp and they must be careful with them. Staff remind children to walk in the room so that they do not hurt themselves.

Children's move up to school is well supported by staff. Teachers visit the nursery to meet their new children. Therefore, children get to meet their new teachers in a familiar environment. This helps to emotionally prepare children for the move to school. The visits

allow the teachers to meet the present key person and which forms a working relationship. This helps them to share information about the child's progress and helps to make sure that the move goes smoothly. The key person sends new teachers' children's reports on their progress. This provides continuity of care for the children and helps to make sure their current learning and development needs are met. As a result, children talk confidently about going to school, stating that they will 'do activities there, eat their lunch and have fun'.

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

Staff have a strong awareness of the safeguarding policies and procedures. For example, they confidently state what they would do if they had a concern and who they would contact. Staff ask visitors to sign a log book and check their identity to make sure that anyone entering the building is safe to do so. This helps to protect the security of the children. Robust recruitment procedures are implemented, including rigorous vetting checks to help to make sure that staff are suitable. The manager works in partnership with a health and safety company. Together they complete comprehensive risk assessments on the whole nursery and outdoor environment. The risk assessments identify hazards, who is at risk and actions to take to minimise the risks. This helps to make sure that the environment is safe for the children.

Strong leadership and effective staff team lead to a well organised and efficient service. The manager understands the importance of supporting the staff's professional development. All staff are either qualified or in the process of completing qualifications. New employees have support from a buddy, who are experienced members of staff. This helps to support and monitor their progress in their new job roles and responsibilities. The management team hold regular meetings with all staff and individual one to one meetings, such as supervision meetings. This provides opportunities to identify training needs and support the staff with the educational programme. For example, the manager helps staff to track children's progress and identify next steps for their learning. Staff state that they feel well supported by the manager. In addition, the manager implements a system to reward staff's strong performance. Staff and parents nominate staff who they feel perform well each month. This boosts staff moral and rewards them for their hard work.

Reflective practice includes input from parents, children and staff. Staff use children's evaluations towards their future planning. The manager includes suggestions from staff and parents into the self-evaluation of the nursery and the plans for improvements. The management team have recently introduced a system to track children's progress. This tracking system allows staff to monitor children's progress effectively. It visually highlights areas of strengths and needs for support. The system enables staff to share information about the child effectively with other professionals when necessary. This helps to provide continuity of care and learning for the children as the move on to school. In addition, an email system is in place for the manager to share information such as, newsletters with parents via email. This increases the opportunities for parents to share their views with

the nursery manager and staff.

The Childcare Register

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

The requirements for the voluntary 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	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

Unique reference number	EY474757
Local authority	Buckinghamshire
Inspection number	961756
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	46
Name of provider	Daybreak Nurseries Ltd
Date of previous inspection	not applicable
Telephone number	07973147856

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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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