

# Daisy and Jake Day Nursery

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



## Inspection date

2 September 2015

Previous inspection date

18 March 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Some staff do not have a broad knowledge and understanding of wider safeguarding issues and do not always follow the nursery procedures on the use of mobile phones.
- The quality of teaching is variable. Staff do not fully extend children's activities through questioning and do not always ensure that activities are challenging enough to help children to make the best possible progress in their learning.
- Arrangements for staff absence in the baby room are not well planned enough to ensure that all children's individual learning needs are well met.
- Self-evaluation does not fully include the views of staff and children which does not ensure that improvements are as sharply focused as they could be.

### It has the following strengths

- Partnership with parents and carers is good. The nursery holds a wide range of events which helps to involve parents and carers in their child's learning.
- Staff have developed good relationships with external agencies to help them to meet the needs of children with special educational needs.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage and the Childcare Register the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ improve staff knowledge and understanding of broader safeguarding issues and ensure that they follow the nursery procedures on the use of mobile phones and do not use them in areas where they are not permitted to be used</li> </ul>	09/09/2015
<ul style="list-style-type: none"> <li>■ improve the quality of teaching by ensuring that all staff extend activities by making sure that they are challenging enough and that children are sufficiently questioned to extend their learning</li> </ul>	09/09/2015
<ul style="list-style-type: none"> <li>■ ensure that there are effective arrangements in place in the baby room to ensure that in the absence of a child's key-person, that staff can ensure that they meet children's individual learning needs. In particular understanding what children like to do.</li> </ul>	09/09/2015

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

- enhance self-evaluation to ensure that it includes more information about the views of staff and children.

### Inspection activities

- The inspector spoke with several members of staff about their knowledge and understanding of the Early Years Foundation Stage and the children they care for.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with parents to find out about their views of the nursery.
- The inspector observed staff's practice with the children in each of the base rooms.
- The inspector interviewed the manager and registered individual and reviewed a wide range of documentation, including planning and children's learning journeys.

**Inspector**  
Sarah Taylor

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Staff can identify many signs and symptoms of possible abuse. However, the procedure for the use of mobile phones is not always followed by staff in the nursery. Policies and staff's practice with the children ensures that uniqueness and diversity are well-promoted. The manager carries out regular monitoring of staff. Whilst her monitoring has not yet identified the variation in the quality of teaching of staff, it has ensured that children with special educational needs are well-supported through effective partnership work with parents and external agencies. However, self-evaluation is yet to fully take account of the views of staff and children. Funding received for children has had a positive impact on closing the gaps in some children's learning. Staff undertake a wide range of training and the majority are well qualified. However, the impact of this knowledge has not yet been fully applied into practice to help children to make the best possible progress in their learning.

### **Quality of teaching, learning and assessment requires improvement**

Staff plan a wide range of activities for the children to participate in. For example, children enjoy playing in the 'wild garden' which helps them to explore the natural world. However, not all staff effectively question and challenge children. This impacts on how well the children learn. Planning is detailed and staff assess children's progress regularly. The manager monitors this information and this shows that typically children are working within their expected age bands. Parents contribute to children's starting points on entry, which helps staff to get to know the children initially. However, on a day to day basis, arrangements for staff absence in the baby room are not well planned for. Children are suitably prepared for school because staff plan activities to support this transition.

### **Personal development, behaviour and welfare require improvement**

Relationships between staff and children are positive. Staff are responsive and often give children cuddles and reassurance. However, in the baby room staff do not always know about the learning needs of all children. Children regularly attend the nursery and staff are aware of the reasons for any absence. The nursery is welcoming and staff have implemented clear rules and boundaries which helps the children to behave well. Children learn about how to be healthy through a range of topics and nutritious meals. They receive plenty of opportunities for physical activity in the nursery garden and 'wild garden'. Children are taught about the similarities and differences between themselves and others which helps them to learn about the wider world.

### **Outcomes for children require improvement**

Leaders and managers have a suitable awareness of the Statutory framework for the Early Years Foundation Stage. Children make steady progress in relation to their starting points. However, there are weaknesses in the quality of teaching, safeguarding and the key-person system which means that outcomes for children are not good enough.

## Setting details

<b>Unique reference number</b>	EY390819
<b>Local authority</b>	Wirral
<b>Inspection number</b>	1026270
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	105
<b>Number of children on roll</b>	160
<b>Name of provider</b>	Daisy and Jake Day Nursery Limited
<b>Date of previous inspection</b>	18 March 2013
<b>Telephone number</b>	01513431007

Daisy and Jake Day Nursery was registered in 2009 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in the Spital area of Wirral and is managed by the registered providers. The nursery employs 42 members of childcare staff. Of these, three members of staff are unqualified and 33 hold early years qualifications at level 2 and level 3. Four members of staff hold early years qualifications at level 5 and 6. One member of staff holds Early Years Professional Status and one holds Early Years Teacher Status. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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