

Inspection of Miss Daisy's Nursery School

St. Lukes Church Crypt, Sydney Street, LONDON SW3 6NH

Inspection date: 8 January 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive at this exceptional nursery school. Leaders have thoughtfully developed the indoor space to create an incredibly welcoming and highly enabling learning environment. Children are motivated by the wealth of engaging activities and quality resources on offer. They demonstrate consistently positive attitudes towards play and learning. The nursery feels calm and purposeful throughout the day and children are exceptionally well prepared for their next stage of learning.

Staff are highly skilled practitioners. They demonstrate an excellent understanding of the curriculum and weave learning into every interaction. For example, children modelling a car ramp from junk are taught how to use scissors correctly. Staff encourage them to problem solve when glue has not worked to secure items. Children respond with enthusiasm, and staff support them to test their ideas with endless warmth and praise.

Staff model respectful communication and work seamlessly as a team. They have the highest expectations of children's behaviour, and children's behaviour is impeccable. Staff actively promote the values of the nursery. These are reflected by children as they engage in collaborative play and show consideration for each other. For example, older children independently discuss how they can help when younger children are upset.

What does the early years setting do well and what does it need to do better?

- Staff know the children in their care exceptionally well. They have particularly strong bonds with their key children but work as a cohesive team and develop warm relationships with all children. Children feel exceptionally safe and secure, which gives them confidence and develops 'can do' attitudes.
- Staff are passionate about child development. They are skilled at tailoring activities and interactions to meet the individual needs and interests of all children. They are highly vigilant and quick to notice children that require an invitation to join in. Children demonstrate the highest levels of concentration and interest, and all are engaged in purposeful play and learning for sustained periods.
- Staff actively listen to children and respond to everything they say with warmth and enthusiasm, teaching them that their voices have value. Staff model and explain ambitious vocabulary and skilfully follow children's interests to promote conversation. For example, staff encourage children sharing a non-fiction book about sea creatures to fetch a tape measure to investigate the length of an orca's tooth. Over time, children develop into confident and expressive communicators.
- Staff support children to learn about the wider world. For instance, they actively

teach children about sustainability issues. They involve children in fundraising activities, encouraging them to think about families beyond their own. Staff invite parents to share their cultural backgrounds and celebrate religious festivals together. Children learn to celebrate what makes them unique and to understand difference.

- Leaders enhance their curriculum offer by fully using the strengths and skills within their staff team. For example, children begin to learn Spanish during weekly classes. The children enjoy cooking activities, such as using pestles and mortars to make pesto. Children go outside daily to explore and learn in nature. Staff carefully plan for outside learning, and this is a seamless extension of the high-quality interactions and learning that happens inside.
- Leaders and staff are committed to inclusive practice. They have the highest expectations of all children, including those with special educational needs and/or disabilities (SEND). Leaders ensure reasonable adjustments are made to fully include and welcome children with SEND. Key staff work very well with other professionals, such as physiotherapists, to ensure a cohesive approach towards setting and meeting individual children's targets. Consequently, children with SEND achieve the best possible outcomes.
- Leaders are highly knowledgeable about early years development. They continually review their practice, with the children at the heart of every decision they make. Staff share that they feel part of a highly supportive team and are deeply valued for the individual strengths and interests they bring to the nursery.
- Parents speak incredibly highly of the setting. They praise the individual approach to learning and detail the progress their children have made. They describe their children's superb relationships with staff, and the 'genuine, authentic care and love' their children receive. Parents of children with SEND describe how staff have gone 'above and beyond' to include their children in every aspect of nursery life.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY401950
Local authority	Kensington and Chelsea
Inspection number	10371303
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	41
Number of children on roll	38
Name of registered person	Miss Daisy's Nursery Schools Ltd
Registered person unique reference number	RP535304
Telephone number	02077305797
Date of previous inspection	27 February 2023

Information about this early years setting

Miss Daisy's Nursery School registered in 2009. It is situated in Chelsea, in the London Borough of Kensington and Chelsea. The nursery is open during term time, from 8.30am until 3.30pm, Monday to Friday. There are ten members of staff, eight of whom hold relevant early years qualifications at level 3 or above. Of these, four hold level 6 qualifications. The provider offers funded places for children.

Information about this inspection

Inspector

Nicola Baker

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The headteacher and the inspector discussed how the setting organises their early years provision, including the aims and rationale for their curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

We carried out this inspection 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.

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