



## **Ducklings Day Nursery**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY313659
<b>Inspection date</b>	03 May 2006
<b>Inspector</b>	Elaine Murray
<b>Setting Address</b>	Barnston Lane, Moreton, Wirral, CH46 7TP
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<b>Registered person</b>	Carol Elizabeth Butler and Neil Thomas Butler
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

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

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

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

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Ducklings Day Nursery is one of two privately owned day nurseries. It opened in 2005 and operates from 3 nursery rooms in a converted building in Moreton, Wirral. A maximum of 31 children aged from birth to 5 years old may attend the nursery at any one time. The nursery is open 5 days per week from 08.00 until 18.00 all year round. All children share access to a secure enclosed outdoor play area.

There are currently 38 children aged from birth to under 5 years old on-roll, of whom

12 are in receipt of funding for nursery education. Children come from a wide catchment area.

The nursery employs eight staff. All staff including the manager hold appropriate Early Years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children are developing physical skills and enjoyment of exercise through a variety of planned activities. Children enjoy regular outdoor play and walks to the local park. Staff make use of indoor facilities to give children chances to enjoy exercise when the weather is unsuitable for outdoor play. Babies are encouraged to progress to their next physical milestone as they are encouraged to sit or to move for toys. Babies and young children's sleep needs are acknowledged and met, helping to ensure their good health.

Children are developing an awareness of simple hygiene procedures, such as hand washing at appropriate times and cleaning their teeth after lunch. Staff follow hygienic procedures as they clean surfaces and equipment, helping to protect children from the spread of germs. The nursery's clear sickness policy is shared with parents and helps to protect children from the spread of infection. Several staff have up-to-date first aid training, helping to meet children's needs in the event of an accident or emergency.

Children learn about healthy eating as staff provide healthy and nutritious snacks and meals, including fresh fruit. Staff do not always hold babies whilst bottle feeding. Older children are aware of when they are thirsty and confidently request a drink of water, which is always available in the main room. Younger children are regularly offered water throughout the day. This helps to promote children's good health.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are cared for in a welcoming environment, which helps them to feel secure. There are colourful displays of children's artwork and photographs. Books and equipment are visible and accessible. Children's independence is promoted as they confidently select from the many resources available in low level tubs or on low shelves. The range of toys and equipment is suitable for different ages and abilities, meeting children's needs appropriately.

Generally good safety procedures are in place to protect children from hazards and dangers. Staff make a daily safety check of the premises and outdoor area. Potential hazards from equipment, material and procedures have not been fully assessed in order to minimise risks to children. Babies' safety is protected as staff ensure that they are checked whilst sleeping, using a reminder bell to make sure that this is

carried out at regular intervals. Children's awareness of how to keep themselves safe is developed as staff explain, for example, why they must not run in the nursery. Children learn to protect themselves in the event of a fire or emergency through regularly practicing the fire evacuation procedure. Babies are protected as staff are clear about the evacuation procedure and have appropriate equipment available to transport babies quickly.

Staff are aware of the signs and symptoms of child abuse. They are not sufficiently clear about the procedures to be followed relating to child protection, which has a negative effect on children's safety.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Staff establish positive, warm relationships with children, helping them to feel secure. Throughout the nursery, staff pay good attention to promoting children's confidence, self-esteem and sense of belonging. As a result, children are happy and settled.

Children's all-round development is promoted well through a wide range of activities. Staff make good use of the Birth to three matters framework to promote learning. Children enjoy learning to explore and investigate using their senses as they play with water, sand and paint. They show interest in watching, exploring and touching bubbles and foam soap. Children's attention is drawn to photographs of themselves on display, helping to affirm their identity and sense of belonging. Young children learn to make choices as they select their own resources. They enjoy making hand prints and mark-making with chalks. Staff join in with children's activities to promote learning, encouraging speaking skills through repetition and encouragement.

#### **Nursery Education.**

The quality of teaching and learning is good. Staff have a good knowledge and understanding of the early learning goals. They provide a broad range of interesting, practical activities, which promote much effective learning. Children show interest and involvement as they hunt for spiders in the outdoor area and then make their own 'web' in creative work. Staff interact well with the children, often questioning them well to develop learning. At times, inappropriate grouping of children means that learning from activities is not maximised. For example, at carpet time children aged from two to four years old are grouped together, which limits older children's concentration and opportunities to develop speaking skills. Staff make regular observations of children's learning and use this information effectively to inform planning. This means that planning successfully builds on what children know and learning is developed well.

Children show growing independence as they give out plates at snack-time and tidy away toys happily. Children learn to express themselves through mark-making as they use a notepad in the writing area and chalk on the ground in the outdoor play area. Children learn to recognise and write their names. They enjoy listening to stories. This learning is extended well as children make their own books, discussing the names of different parts of a book, such as a front cover. Children are learning to

count to ten and recognise numbers. They confidently join in number rhymes. Children recognise simple shapes. Older and more able children are introduced to ideas of simple addition and subtraction as they solve problems, such as deciding how many more bowls they need in order to have one for each child.

Children show curiosity as they look at mini beasts using magnifying glasses. They learn to observe change as they plant and grow sunflower seeds. Children show confidence using a computer to support their learning. They happily make models using a range of materials. Children show a good sense of space as they ride wheeled toys in the outdoor area. They respond imaginatively in role play and are able to express their own ideas in creative work.

### **Helping children make a positive contribution**

The provision is satisfactory.

All children are included in the activities provided and individual needs are met. This helps to promote children's confidence and self-esteem. Children gain awareness of their local environment and the diversity of the wider world through a generally good selection of resources and activities that promote positive images.

There is a calm atmosphere in the nursery. Staff have a positive and consistent approach to managing children's behaviour. They praise and encourage children for their efforts and achievements. As a result, children behave well. These measures mean that children's spiritual, moral, social and cultural development is fostered appropriately.

The partnership with parents and carers is satisfactory. Parents receive a sound level of information about the setting through the nursery's brochure. Displays in the entrance foyer give helpful information about the Foundation Stage and the Birth to three matters framework, and planning is on display in the nursery rooms. There is a positive informal sharing of information between staff and parents, as staff establish close links. However, the current system of sharing information does not ensure that all parents of funded children are fully informed about their children's progress and achievements. Parents are encouraged to be involved in children's learning by contributing items for topics and being invited, for example, to help complete their child's 'All about me' booklet.

Parents of younger children are well informed about their child's daily activities and progress through the use of a daily diary. They request information about children before they join the nursery and obtain relevant parental permissions. This information is used to help meet children's needs appropriately.

### **Organisation**

The organisation is satisfactory.

Children are cared for in a generally well-organised environment. All staff hold relevant qualifications in childcare. This has a positive effect on the quality of care

and children's learning. Policies and procedures are comprehensive and most of these work well in practice to ensure that children are appropriately cared for. Space and resources are soundly organised to promote children's safety, care and learning.

The leadership and management of the nursery education is good. The provider and manager give positive direction and staff work well together to plan and teach. There is a commitment to improvement, which is reflected in staff's willingness to undertake training and their plans for further improving the provision. The provider seeks and acts upon advice from the Early Years partnership regarding improvements. This has a positive effect on children's learning. Planning is effectively monitored and evaluated to ensure that children receive a balanced range of activities and that areas for improvement are identified.

Overall, the provision meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

## **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that all staff are aware that babies should be held whilst bottle feeding
- ensure that staff are aware of child protection issues and are able to implement policies and procedures in the absence of a designated member of

staff

- develop risk assessment to include an action plan with timescales identifying action to be taken to minimise risks.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- adapt grouping of children to ensure that learning from activities is maximised
- ensure that all parents are regularly informed about their children's progress in learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)