



Dizzy Ducks Day Nursery Ltd

Inspection report for early years provision

Unique Reference Number	EY310377
Inspection date	18 May 2006
Inspector	Anita Bartram / Suzanne Joyce Stedman
Setting Address	Buttsbury Infant School, Perry Street, Billericay, Essex, CM12 0NX
Telephone number	01277 650538
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Registered person	Dizzy Ducks Day Nursery Ltd
Type of inspection	Integrated
Type of care	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.

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 good. 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?

Dizzy Ducks Day Nursery is a privately owned setting. It opened in 2005 and operates from a purpose-built demountable building. It is situated on the outskirts of Billericay. A maximum of 30 children may attend the nursery at any one time. The nursery is open each weekday from 07.00 to 19.00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 69 children aged from birth to under five years on roll. Of these

eight children receive funding for nursery education. Children come from both the local and wider catchment area. The nursery supports children who speak English as an additional language.

The nursery employs 11 staff. Eight of the staff, including the manager hold appropriate early years qualifications. Two staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because staff follow thorough health and hygiene procedures. For example, staff ensure they change gloves and aprons and spray changing mats between each nappy change. Staff frequently sterilize toys and equipment that babies use. As a result, babies are suitably protected from cross-infection. Older children have a good understanding of simple health and hygiene practices. For example, they know to use tissues to wipe or blow their noses and to put them in the bin when finished. They wash their hands after using the toilet and clean their teeth after lunch. Consequently, children are learning actively about keeping healthy.

Babies and children are very well nourished. During snack and mealtimes children are able to eat a wide variety of fresh foods, including a healthy mix of fresh fruit and vegetables. For example, younger babies have puréed apple and pear for snack and older babies eat thinly sliced banana. During meal times older children thoroughly enjoy the freshly cooked meals such as spaghetti bolognese and many ask and are given second helpings. Staff are aware of children's individual preferences and try to accommodate their different tastes. Babies and children are generally able to drink fresh water at any time through the day. As a result, children are developing positive attitudes and preferences for healthy food and drink.

Children enjoy physical activity. Staff provide opportunities for children to develop their large physical skills indoors through the large parachute or music and movement activities. Children are able to use the outdoor area for valuable set activities to support their learning. There is some large equipment for children to extend their skills outside. However, the set routine use of the garden limits the time children can spend outside in the more open and less restricting environment. There is a generally sound variety of resources available to children indoors to develop their finer physical skills such as hand-eye co-ordination.

Children have their health and dietary needs well met because staff work effectively with parents. Staff discuss babies sleep routines when they first start in the group and strive to follow their individual routines. Older children are able to sleep if they need to or can relax after lunch during the quiet activities staff provide. As a result, children are able to rest and sleep according to their individual needs. Staff know individual children's personalities and preferences very well. As a result, staff identify when children need to rest or need extra support. For example, staff know what activities help to settle individual children or when they are tired and need a rest.

Consequently, children have their emotional well-being fully supported.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a very welcoming environment. Staff display lots of children's work in the entrance corridor and in each room. This aids children's sense of belonging and worth. The building is very secure. Children are not able to leave the nursery unsupervised and all visitors are personally welcomed in by a member of staff. The registered provider is currently increasing the security of the main exit gate. The side gate leading onto the school site is not yet fully secure although staff monitor children's security in the garden whilst they play.

Children are able to play and learn in a safe environment. Senior staff complete comprehensive risk assessments on the building, incorporating recorded accidents. This enables most staff to identify and take action to prevent accidental injury to the children. The outdoor play area has some minor safety hazards. Children have easy access to resources indoors, which are safe and suitable for their purpose. All equipment, such as cots, high chairs and buggies are in a good condition. Staff keep babies safe by ensuring they are securely strapped in. Staff use everyday opportunities to reason with older children when applying boundaries such as no running or throwing. Consequently, older children are beginning to learn to keep themselves safe.

Children are suitably protected. Most staff have a generally sound understanding of their overall responsibilities to child protection. A designated member of staff has attended introductory training to take the lead in child protection issues. However, procedures laid out in the Government booklet 'What To Do If You're Worried A Child Is Being Abused - Summary' is not readily to hand for staff to refer to. Senior staff are aware of their responsibility to safeguard children from harm and know who to contact to refer concerns to.

Helping children achieve well and enjoy what they do

The provision is good.

Babies and children receive good quality care from staff and have stimulating activities to promote their learning. Staff provide valuable free-play opportunities in each session which enables children to learn through their play. Overall, children under three and babies are content and happy in the setting. They are developing good listening skills as they join in songs and action rhymes provided by the staff. For example, two year olds suggest favourite songs at group time or choose books to give to staff to hear favourite stories read. Babies and children are developing good communication skills. Babies make their needs known through appropriate means such as pointing and one or two word utterances. Toddlers confidently speak at group time in front of friends and familiar adults. Babies and children under three are becoming competent learners. For example, young babies actively explore all the

available resources in their room, reaching for objects just out of reach or pulling themselves up to push a toy along. Babies are able to enjoy stimulating sensory activities such as cereal or jelly play. Toddlers make full use of all the resources in their room. For example, on choosing the play trumpet from the low-level shelving they sway to the sound they make as they blow vigorously.

Staff have a sound understanding of child development and how this impacts on children's behaviour. As a result, babies and toddlers are protected from unnecessary confrontation as staff anticipate disputes over sharing or turn taking and take positive steps to avoid conflict. Staff have a sound appreciation of the 'Birth to three matters' framework. They plan stimulating and exciting activities for the younger children to participate in. All aspects of 'Birth to three matters' are covered in the activity planning. However, assessment is not used sufficiently to link gaps or next steps in children's development into the planning to meet children's developmental needs.

Nursery Education.

The quality of teaching and learning is satisfactory. Overall staff have a sound appreciation of the Foundation Stage and the areas of learning it covers. As a result, staff plan a wide range of activities for the children to experience and children's progress towards the early learning goals is sound. The curriculum is effective in meeting children's general learning needs for this age group. Staff have sufficient assessment systems in place to observe and record children's achievements and progress. However, planning is not rigorously informed by these assessments. As a result, activities are not sufficiently tailored to meet gaps in children's learning or move them onto the next steps in their learning. This has a restricting effect on the challenge offered to older or more able children in the group.

Staff manage children's behaviour very positively. As a result, a calm yet busy environment is created for children to play and learn in. Staff provide a good balance of free and group work time. The registration time at the beginning of each session is particularly valuable. Staff make good use of a wide range of learning opportunities during this time. For example, children experience counting, letter recognition and sounds, talk about their feelings, hear the rhythm of songs as they clap out the welcome song and discuss the weather outside. Valuable free-play is allocated, although the children's use of the outdoor area is limited by the set routine. Staff interact responsively with the children although are not always sufficiently active in asking open-ended questions during this time.

Children's personal, social and emotional development is very good. Children are confident in their attitudes and make full use of all the available resources. Children are developing generally good skills in independence. For example, they try very hard to put on their own coats and shoes before they go out to play. However, older children are not always able to pour their own drinks or serve their own meals onto their plates. Children are forming valuable and positive relationships with staff and each other. Staff are very positive role-models and show respect to each other and the children. As a result, children copy staff in using good manners and being respectful of other people. Overall, children's behaviour is very good. Children are developing valuable concentration skills and are able to sit for substantial amounts of

time.

Children's communication, language and literacy is developing well. All children enjoy books both independently and with friends at story time. Staff use group time at the beginning of the session well and this has a positive impact on the children's awareness of sounds of letters. More able children are beginning to use marks to write their names on their pictures. During free-play there are not always sufficient opportunities for children to use mark making to develop purposeful writing skills such as making lists, recording or labelling. Children's mathematical development is progressing soundly. Most children enjoy counting, particularly at group time. Some more able children are becoming very skilled at counting. For example, counting purposefully to 23 as they count little balls of playdough they have made. Children have a satisfactory awareness of shape. Many know familiar shapes such as circles and squares. Children do not always have enough opportunities to calculate during everyday experiences such as snack or free-play time.

Children's knowledge and understanding of the world is developing very well. Children are keen to explore their surroundings, especially the garden. They eagerly find out about and identify features of bugs and natural materials such as grass, leaves and twigs. For example, as they collect materials from the garden they talk excitedly about what they can see and the sticky picture of a garden they are going to make. Opportunities for children to develop their information and communication technology skills are generally sufficient. However, everyday uses of information and communication technology are not fully reflected during free-play activities such as telephones, tills or calculators. Children's creative development is progressing very well. Many children enjoy singing especially during group time where they can join in with staff doing actions to the songs. Although the role-play area is somewhat limited in resources, the children use these well to imitate adult actions or conversations. All children have a good understanding of colour and talk confidently about the colours they are using whilst they draw their pictures.

Helping children make a positive contribution

The provision is good.

Children are cared for warmly by the staff who work very closely with parents to meet individual children's needs. Parents are encouraged to stay with their child for as long as they wish to settle them into activities or when they first start attending the nursery. Staff are friendly and approachable and welcome parents' suggestions. For example, senior staff have amended the information given to parents at the end of each day, in response to a parent's suggestion via the comments box in the entrance corridor. There is a wealth of information for parents of all age children displayed for them to read. These positive working relationships mean children receive high levels of consistency in their care.

There are currently no children attending the nursery who have learning difficulties or disabilities. However, the designated co-ordinator for special educational needs is fully aware of how to support such children in the group. Children who speak English as an additional language are generally very well supported in the nursery. Staff

liaise closely with parents to learn key words to enable them to better understand children's needs or preferences. Staff have very positive attitudes towards promoting equal opportunities for the children and strive to ensure all children are included fully in the life of the setting. For example, staff provide many positive images in all rooms of the nursery to help babies and children form a balanced and rounded view of their wider world. Children learn actively about the similarities and differences between themselves and others through valuable discussions staff initiate during group time.

Staff use positive strategies to manage children's behaviour. For example, at tidy up time staff in the pre-school room play the 'tidy-up song' on the tape player. Children respond positively and help to clear away toys and equipment without staff having to badger children into doing so. Staff working with babies have a sound appreciation of why young toddlers show persistent behaviour and use their knowledge of individual children to avoid confrontation. For example, staff are aware of which children get particularly frustrated over sharing and try to distract or re-direct their attention before incidents occur. As a result, babies and children are becoming aware of responsible behaviour and are developing their understanding of right and wrong.

The partnership with parents and carers is good. Parents are provided with good quality information about the nursery education offered in the group. This enables them to be well informed about the curriculum their child is following and the activities they experience through the day. Consequently, many parents are able to support their child's learning at home through ideas and information gained from the nursery. Parents are encouraged to share what they know about their child when they first start at the group. Staff are readily available to discuss any concerns parents raise at either ends of the day. Formal opportunities are available during open evenings and in written reports. Parents are not currently actively encouraged to contribute to their own child's development records although these are available for parents to read upon request. As a result, parents are able to monitor their child's achievements and progress.

Overall, children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

Recruitment and vetting procedures are suitable. As a result, children are well protected and cared for by staff who have a sound knowledge and understanding of child development. The adult: child ratio appropriately supports children's care, learning and play. Group sizes and staff deployment positively contribute to children's good health, safety, enjoyment and achievement and ability to take an active part in the setting. For example, older babies are able to eat their meals with the pre-school children. This enables them to visit different surroundings, meet up with siblings and become accustomed to mixing with older children.

Policies and procedures work very effectively in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. Staff are encouraged to share information and knowledge they have gained through training courses and this helps to increase all staff skills and abilities. The registered provider

has recruited a high level of qualified staff and this has a positive influence on the quality of care and education offered to the children.

The leadership and management of the nursery is good. The registered provider, managers and staff have a very strong commitment to the continuous improvement of the care and education for all the children. The system to monitor the effectiveness of teaching is not yet sufficiently developed, which results in some missed opportunities for staff to gain the most from some play activities in the pre-school room. The registered provider has created a very coherent team of staff who are very well motivated and work extremely well as a team. This has a very valuable impact on the atmosphere the children experience in the group and in staff interaction with the children. Senior staff have involved all the staff team in evaluating how the nursery meets the 'Every Child Matters' agenda and how their care impacts on what it is like for a child in the group. Consequently, the leadership and management of the nursery education positively contributes to children's sound progress towards the early learning goals.

Overall, the needs of the range of children are met.

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

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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 all staff have appropriate knowledge of child protection procedures according to their post and that the Government booklet 'What To Do If You're Worried A Child Is Being Abused - Summary' is readily available
- minimise all safety hazards outside

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):

- ensure staff make more purposeful use of activities particularly during free-play time to extend children's learning
- continue to increase all staff skills and knowledge in delivering the Foundation Stage.

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