

Ducklings Day Nursery

Inspection report for early years provision

Unique Reference Number	EY356408
Inspection date	02 June 2008
Inspector	Jean Evelyn Thomas
Setting Address	4-8 Wood Street, Hoylake, Wirrel, CH47 2DU
Telephone number	0151 632 6622
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Registered person	Ducklings Day Nursery
Type of inspection	Integrated
Type of care	Full day care, Out of School 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?

Ducklings Day Nursery is one of three nurseries and one out of school provision run by a private partnership. It opened in 2007. The nursery is situated in Hoylake, Wirral and serves families within the local district and surrounding areas. A maximum of 62 children may attend the nursery at any one time. The nursery is open each weekday from 07.00 to 18.30 for 51 weeks of the year. Facilities include a self contained baby unit, two rooms and a central hall on the ground floor for children aged up to three years, and two rooms on the first floor for pre-school and school aged children. All children share access to a secure enclosed outdoor play area.

There are currently 58 children aged from three months to under eight years on roll. Of these, 11 children receive funding for early education. The nursery currently supports children with learning difficulties and disabilities and supports children who speak English as an additional language.

The nursery employs 13 members of staff. Of these, 10 hold appropriate early years qualifications and three are working towards a qualification. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health needs are protected well with relevant details recorded. Effective health and hygiene procedures are in place and generally followed by all staff to reduce the risk of cross contamination and infectious diseases. Although aspects of the kitchen cleaning routine has not been fully implemented. Staff have current paediatric first aid qualifications to enable them to respond promptly to minor injuries. Children develop good independence in all their self help skills. Posters around the nursery offer children visual reminders about the importance of personal hygiene, such as covering their mouths when coughing. Older children know why it is important to wash their hands and complete this procedure mainly without prompt from staff before eating, after toileting and completing messy activities. All children in the nursery clean their teeth after their lunch. Their understanding of this good practice is regularly reinforced in lively topics, action songs and dental play resources.

Children benefit from a varied and nutritious diet. A range of fresh fruits and vegetables are incorporated into their daily diet. For example, for breakfast children have cereal, toast, melon and grapefruit. Children develop a positive attitude to mealtimes through it being a relaxed social occasion as staff and children sit together and talk. The children are encouraged to serve themselves from an early age, their choice in the foods and the amount they want to eat is respected by staff. Information is obtained from parents about children's dietary needs. Children have access to water in their care room at all times. Babies and toddlers make good progress in their eating and drinking skills as staff offer attention and reassuring support at mealtimes.

Daily outdoor and indoor play opportunities enables children to take part in regular physical exercise. This ensures that children have fun as they enjoy a healthy lifestyle and make good progress in their physical development. In the outdoor area children play happily together on the climbing frame, the rock boat and with the riding toys, showing good coordination and confidence. For the non-mobile babies, staff position play materials to encourage their physical development. Sleeping and feeding routines for individual babies are followed, which contributes to their health and development.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a well planned and welcoming nursery. The rooms are attractively set out and there are displays of the children's own work which contributes to their sense of belonging. Photographs throughout the nursery fully reflect what it is like to be a child in this setting. In each of the care areas the play materials and resources are accessible to the children encouraging them to become independent learners from an early age. The care rooms are bright, well ventilated and offer space for children to play and move around. The nursery has a sensory room with lighting effects and tactile features installed. This room is used to meet specific children's needs or as a quiet area for all children to benefit from. The outdoor play area is used as an integral part of the children's daily experience to enhance their play and learning. Equipment is available to meet the care needs of the younger children, such as cots, floor mattresses and prams to take children on outings.

Children are cared for in a safe and secure setting. Unauthorised persons cannot enter. Written risk assessments are in place and staff conduct a twice daily safety check. This involves viewing

the setting from the child's level to ensure its safety. Staff have responsibility either to address any potential hazards or inform the providers to minimise any risk of injury to the children. Risk assessments are conducted on the places which they visit. Staff are familiar with the emergency evacuation procedure and procedures to be followed for outings. The children are transported on some outings and as part of the out of school service. The required documentation is in place for the use of the vehicle.

Children are protected by the staff's knowledge and understanding of child protection issues and procedures to follow. Training is regularly updated and procedures are reviewed to meet required criteria. Parents are informed about the staff's responsibility to safeguard all the children in their care and contact details for the Local Safeguarding Children's Board are in place.

Helping children achieve well and enjoy what they do

The provision is good.

Children have a warm, positive relationship with staff and are happy in their care. Strong emphasis is placed on meeting children's emotional needs. They benefit from the key worker system and settling in procedures. Home routines are followed as closely as possible. The staff organise 'family time'. This means when siblings are cared for in different areas of the nursery have daily contact with each other.

Children are lively and enjoy the opportunity to choose their own play materials and to experience a varied range of activities. The staff have implemented the 'Birth to three matters' framework to make sure from the earliest age children benefit from a wide range of experiences and to learn through using their senses. For example, the babies play in strawberry scented water. The younger children explore oats, rice and dried pasta. They have fun scooping it up, watching it fall and filling and emptying containers. Children play with a mound of cold, coloured spaghetti pasta, staff introduce the small world play characters to the activity to stimulate their imaginative learning. Children make connections with home life as they use the role play materials including the prams and telephones in the home corner. Communication skills are actively promoted and encouraged as staff listen and respond appropriately to babies and children. The use of words, gestures and facial expressions is encouraged and valued. The observations staff carry out on the children are used to plan for their next steps in learning and development. The regular outings are regarded as a valuable experience for the children. These include visits to local parks, the beach and the library for specific activities, such as the 'baby bounce' session. From an early age children are learning about their environment and activities are organised to develop their attitude towards an ecologically friendly society for example recycling containers are used in each room and growing their own herbs.

Nursery Education.

The quality of teaching and learning is good. Staff's knowledge of the Foundation Stage and planning linked to the early learning goals promotes children's learning and development and they make good progress. Staff adapt the activities and resources to offer the older and more able children suitable challenge. Staff complete daily written observations. However, the recording systems in place are not being consistently used to plan and support the individual children's next steps in learning and development.

Children have a very positive attitude and are strongly motivated to learn. Children are often fully absorbed in their play because they are encouraged to explore, investigate and initiate

their own ideas. For example, the children are fascinated with their butterfly garden. They study this nature resource. They notice changes and learn new words, such as cocoon and chrysalis. A group of children look at a butterfly reference book with a member of staff. They articulately talk about the process of change from a caterpillar to a butterfly, they compare the pictures in the book to their own resource and answer the staff's questions. They find model insects and butterflies to support their understanding about different parts of the creatures body. Spontaneously the children move their bodies in different ways to interrupt the creatures movements.

The continuous provision of many resources significantly contributes to the children's relaxed approach to their play. They confidently pursue the activity for their choice for their chosen length of time and they revisit the activity to practise skills and consolidate their learning. The children are confident to express their ideas and wishes. For example they wanted to play outside, staff responded positively to this request. However, staff do not always follow children's expressed interests.

Most children are very competent communicators as they confidently talk about past experiences, explain what they are doing or chat happily with each other. The staffs effective questioning at story time generates a range of suggestions from the children as they predict what is going to happen next. During the story time the older children notice recurring sounds in words. Staff pursue this further with the children. Specific activities are organised to support children's learning of letters and sounds. For example, the children play a game with staff of listening and remembering sounds using a range of musical instruments. Children's early writing skills are developed through a variety of materials and activities both indoors and outside, such as accessing writing materials in the role play area and making patterns in the sand. Many children recognise their name and can identify other children's names.

Children freely access resources which promote their mathematical development. They investigate mathematical ideas as they measure using different sized containers in the sand and make their own play dough. Self initiated children redirect a focus activity involving cubes to create their own symmetrical patterns and form letter shapes, which they identify as being the initial of the member of staff's name. Children recognise numbers and many older children count beyond 10. They use mathematical language as they play.

Children learn about their community through outings and visitors to the nursery, such as the librarian. Resources are available and activities are organised to raise children's awareness of the cultures of others. The children went on a trip to Liverpool's China town as part of their involvement in the Chinese New year celebrations. Children develop computer skills and resources in role play draws their attention to the use and importance of technology in our everyday lives. Children show natural curiosity as they consider whether certain objects will sink or float.

Children have good opportunities to be creative. The theme of the role play area changes to stimulate children's interest and ideas. It is currently a beach. Sand is on the floor, children use buckets and spades to play on their beach. In this area there are holiday brochures and boats which the children have made from recycled materials. The children's own work is highly valued and the staff do not determine the end result. Children create their own frieze of their butterfly garden. They mixed the paints to the colour of their satisfaction for their work, they freely selected a variety of resources to decorate their art work including glitter and fabrics.

Children enjoy physical exercise. They show good coordination and spatial awareness as they move confidently indoors and outside using a range of large and small equipment to promote different aspects of their physical development.

Helping children make a positive contribution

The provision is good.

Children are valued as individuals. Staff work closely with parents to ensure they meet children's individual needs. Staff demonstrate positive attitudes with regards to all children having equal opportunities in their play and learning. Posters and play resources, reflect positive images of race, culture, gender and disability. These are an integral part of the daily children's experiences to promote their understanding about the diversity of society. Systems are in place to ensure children with learning difficulties and disabilities receive the support they need to fully participate in all the activities.

Children's behaviour is good. Positive strategies are used to promote children's behaviour and staff present themselves as good role models. Children learn to share and take turns. They show compassion for others, for example making sure each child had a drinking cup. The older children play cooperatively together obviously enjoying each others company. Staff encourage children to consider the consequences of their actions and explain that accidents may happen if they run indoors. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers of the nursery educated children is good. Detailed displays ensure parents are well informed about the Foundation Stage curriculum. Parents have access to their children's assessment profiles. Staff routinely share information about children's progress and formal parents meetings are regularly held. In response to parents request information is given to continue activities at home to support children's learning and development.

The partnership with parents and carers is good. Parents are warmly welcomed into the nursery, which has an 'open door' policy. Parents involve themselves in activities with the children before leaving. Newsletters and the notice displays keep parents informed about the nursery life. Policies and procedures are shared with parents including the complaints procedure. The displays about the 'Birth to three matters' framework inform parents about the curriculum the staff are using to promote positive outcomes for the children. Written consents are obtained from parents to ensure children are cared for according to their wishes.

Organisation

The organisation is good.

The quality of leadership and management is good. The registered providers are actively involved within the setting, where they lead by example and provide positive role models for staff and children. They demonstrate a strong commitment to continually improve the quality of care and education that they provide for children. This is achieved through a variety of systems including staff training, evaluation, team meetings and appraisal. The organisation of the facilities and planning of the activities creates an enabling environment where children can learn and develop at their individual pace within a warm and friendly atmosphere.

Children's welfare is safeguarded because all staff are recruited and appointed through good employment procedures. The induction of new staff and volunteers promotes continuity in practice for children's well-being. Staffing levels are organised to provide appropriate support for children throughout the day. The children are confident in the regular routines and familiar

environment. However, the organisation of some routines is not sustaining all children's interest, for example, the older children's registration session and the younger children's lunch time.

Policies and procedures are reviewed regularly and all required documents are in place to comply with regulations. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. 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 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 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 good hygiene practices are maintained in the kitchen
- consider the organisation of some aspects of the daily routines to ensure they are beneficial to all children (also applies to nursery education).

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 there is a consistent approach to following children's interest as a valuable part of their learning and that the recording systems in place are effectively used to plan for the individual children's next steps in learning and development.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk