

# The Ducklings Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY370719
<b>Inspection date</b>	10/02/2009
<b>Inspector</b>	Glynis Margaret Kite
<b>Setting address</b>	115 Warrington Road, LEIGH, Lancashire, WN7 3XF
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<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

The Ducklings Day Nursery was registered in 2008. It operates from a converted detached house in the Leigh area of Lancashire. The setting is owned and managed by an individual provider. The whole of the building is used for children. There is a fully enclosed and secure outdoor play area for the children.

The nursery is registered on the Early Years Register and both parts of the Childcare Register. The provision provides childcare care for 44 children from birth to five years. There are 36 children on roll. Children attend a variety of sessions throughout the week. The group operates from 08.00 to 18.00. Monday to Friday 51 weeks of the year.

There are 13 members of staff including the manager. Of these nine are qualified to National Vocational Qualification level 2 or 3 and two are working towards suitable early years qualifications. The setting also receives support from Wigan Sure Start.

## Overall effectiveness of the early years provision

All children are making good progress towards the early learning goals. They are supported well by the manager and a team of staff that are dedicated and supportive. All of the required policies and procedures for the safe running of the setting and documentation for individual children is in place, this enables staff to meet the varying needs of children effectively.

The manager is committed to offering quality opportunities and services for all children, parents and the staff. The manager has completed a detailed self evaluation of the setting and has identified some areas which she believes can be improved. She also recognises the strengths within the setting and builds on these. As a result children play and learn in a safe and secure environment.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- use observations and assessments to identify learning priorities and plan relevant learning experiences for each child and match the observations to the expectations of the early learning goals
- ensure that the indoor environment offers a secure yet challenging space for babies (in this instance by providing a suitable range of furniture and equipment to support physical development and to ensure children can be a part of what is happening around them)

## **The leadership and management of the early years provision**

The manager has a clear vision of how the setting should operate and to achieve this she has put in place appropriate policies and procedures which staff implement effectively on a daily basis. All of the required records and documentation pertaining to the welfare of children is also in place. The staff are deployed effectively throughout the setting ensuring the varied needs of children are catered for. Each of the three areas for children are staffed with a qualified and experienced room leader and all children are allocated a key person, who is responsible for helping children to settle in and to feel safe and secure.

The welfare of children is safeguarded because staff know and understand issues and procedures relating to child protection, such as the signs and symptoms of abuse or neglect. They also have a clear understanding of the procedures to follow if concerned and are able to identify the nominated person within the setting for dealing with any such concerns. Comprehensive risk assessments are in place for indoors, outdoors and any trips taken by children and staff. The use of safety equipment, such as finger guards on doors, safety gates and also effective security systems at the entrance adds to the overall safeguarding procedures in the setting.

The manager and staff have already established very positive relationships with parents. Staff obtain detailed information about the children during the settling in visits. The views of parents have been sought through questionnaires and these are very positive. Parents are keen to work with the staff to ensure their babies settle well and are willing to exchange information to support staff in this process. All parents are welcomed into the setting and when necessary information is translated to assist those with English as an additional language, enabling all parents to make an informed choice about the setting. The setting also supports parents by offering information about other services available to them in the area.

The manager has completed a comprehensive self evaluation of the setting, she has involved staff and used comments from parents questionnaires to make improvements to the service or to put in an action plan for future development. The manager promotes continuous improvement through ensuring all staff can access further training which will be shared through out the setting and by reviewing policies and procedures to ensure practice reflects current trends and any changes to legislation.

## **The quality and standards of the early years provision**

Children are happy and settled and benefit from having a key person to help them to adjust to the nursery day. Children are making good progress towards the early learning goals because of the wide range of opportunities and experiences they are offered, such as freedom to play both indoors and outdoors as they wish. Staff plan activities for children on a weekly basis, based on themes which cover various events throughout the year, for example cultural celebrations, seasonal events and topics related to numbers or nursery rhymes. Children enjoy both adult led and child initiated activities during the course of the day. Staff observe children at play

and complete regular assessments of their progress. The observations help staff to identify the next steps in the individual learning process of all children. However, the observations and planning do not demonstrate clear links between what children can do and their next steps. Play plans incorporate the six areas of learning and ensure all children have opportunities to enjoy and achieve at their own pace.

Children are supported in their learning by a wide range of suitable furniture, toys and equipment, although the babies did not have suitable seats to enable them to sit supported to see what is going on around them or appropriate furniture to enable them to pull themselves up to take steps. The children's play rooms are bright and welcoming, comfortable adult furniture is provided in the baby room to enable staff to sit comfortably while holding babies for feeds and one to one attention. Babies enjoy close relationships with their key person and receive cuddles and good levels of interaction. There is sufficient space for babies to crawl and shuffle around as they begin to develop new physical skills.

Children's health is promoted well because most children have access to outdoor play all day every day. Children benefit from lots of fresh air, good physical play opportunities, time to rest or be quiet if they wish. The dietary requirements of children are met well. Meals and snacks are provided fresh on the premises and take in account any specific dietary needs of children. Meals and snack times are promoted as a relaxed, social occasion where children and staff can sit together and talk about different aspects of the day. Older children miss out on opportunities to consolidate or practice their knowledge, such as counting and calculation, during routine activities, such as helping to set the table or to serve own food because staff serve the food on plates to children. The children learn about keeping themselves safe while on the premises because staff reinforce the rules, such as not running indoors and being aware of toys on the floor. Children also learn about safety with regard to crossing the road safely through planned topics.

Most children are confident in the setting and are becoming increasingly independent as they are allowed to make choices and decisions. Children play independently sometimes and at other times happily with others. Children share the toys and equipment and understand about taking turns in areas such as the home corner. Children enjoy books and handle them properly. Children also enjoy music and freely dance and sway to the background music while looking at books or playing with other resources. Creative play is readily for children as part of the continuous provision in the Ducklings and Fledglings rooms. Children explore and investigate a wide range of equipment, including natural and real materials, such as real food in the home corner, that encourage and stimulate sensory development.

The positive approach by staff to work with parents contributes to the children's overall learning and development, ensuring individual needs are met, for example, the daily routines of younger children for sleeping and feeds.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

Since registration there have been no complaints which required Ofsted or the provider to investigate.

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.