

Ducklings Day Nursery

Inspection report for early years provision

Unique reference number	EY313659
Inspection date	08/04/2009
Inspector	Elizabeth Margaret Grocott
Setting address	Barnston Lane, Moreton, Wirral, CH46 7TP
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Type of setting	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 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).

Description of the setting

Ducklings Day Nursery is one of three privately owned and managed day nurseries operated by the same provider. It was registered in 2005 and operates from a converted building in Moreton, on the Wirral peninsular. The nursery is registered on the Early Years Register and serves the local and wider area. It is registered for a maximum of 33 children aged from birth to five years. There are currently 54 children in the early years age range on roll. The nursery provides funded early education for three and four year olds and is open Monday to Friday from 07.30 until 18.00 all year round.

All children share access to a secure outdoor play area. The setting is all on one level, so is accessible to all children and their parents. The setting supports children with learning difficulties and disabilities and children who speak English as an additional language. There are a team of eleven staff who work with the children, of whom nine hold an appropriate early years qualification or are working towards one. The setting is supported by the local early years team and an advisory teacher.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children confidently make independent choices and decisions in a stimulating and busy environment. Children take part in a range of activities which help them to make steady progress in their learning and development. A good two-way flow of communication with parents ensures that children's individual welfare and early education needs are supported. Staff are well informed about their needs, interests and abilities. Plans for the future are well targeted to bring about further improvement to the provision and outcomes for children.

What steps need to be taken to improve provision further?

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

- strengthen the links between planning and assessment to show clearly how children's individual next steps are planned, to offer sufficient challenge and maximise their learning
- continue to develop reflective practice and self-evaluation to identify the setting's strengths and priorities for development to improve the outcomes for all children.

The leadership and management of the early years provision

The manager of the setting is focussed on children's development through play and is a strong leader to the team. Regular meetings, appraisal and day to day support, mean that staff are well placed to provide children with a secure, warm,

fun environment. Several staff continue their professional development and students are supported by an experienced team who are passionate about their work, demonstrated by their enthusiasm. As yet, few staff have received training on the Early Years Foundation Stage, however, this has been planned for everyone to undertake in the future. Staff do however; attend short courses like sign language to help support children who have difficulty with hearing or speech. The setting has clear aims to achieve better outcomes for children. For example, improvements to the outdoor area are proposed.

The records that underpin the smooth running of the setting are thorough and detailed, leaving the reader in no doubt. Parents are extremely happy with the service they receive. Those questionnaires received at the time of the inspection from parents were all very complimentary especially with regard to the approachable and friendly staff team. They are provided with good quality information about the early year's provision and are actively encouraged to be involved in supporting their children's learning, development and care learning through activities like 'take home Daisy Duck'. They respond to questionnaires and their views are acted upon, demonstrating that the setting values their input. For example, parent information displayed in the entrance area is repositioned, for ease of reading. They are invited to view their children's achievements regularly and have good relationships with their child's key worker. Partnerships in the wider context are being developed, for instance, with local schools and nurseries and health care workers.

Children are safeguarded efficiently as the policies and procedures in place are carried out conscientiously. Staff know the procedures to follow if they have a concern about a child's welfare. They record bumps and bruises, reporting them on to parents and encourage children in hygienic practice as they wash their hand before meals and after outdoor play to 'make sure there are no germs'. The children enjoy home cooked meals and snacks. The cook is well aware of babies and children's individual dietary requirements. She consistently tries different foods to accommodate their differing tastes.

The quality and standards of the early years provision

Individual files contain records and assessment of planned and spontaneous observations of progress. These are supported by photographs and text linking them to their learning and development. The learning environment effectively supports children's progress towards the early learning goals as staff have a good knowledge of them. Children in the pre-school room demonstrate good listening skills and enjoy stories and songs and rhymes. Some children competently count the spots on the fish on the computer, recognising numerals, as they point to the corresponding number at the bottom of the screen. Children sit in the role play area 'writing' out menus for their café. Others run about outside using wheeled toys and the climbing frame as the windy day makes them excited. Children flourish as they are encouraged to become independent learners.

Children approach adults easily and warm and caring relationships are evident. Inclusive practice is promoted throughout, so that all children have their welfare

needs met and achieve as well as they can individually. Some families have English as an additional language and adults at the setting have made a positive impact on sharing information in a number of ways. For example, they recognise linguistic diversity, learning to say simple words and phrases in the child's home language. Very young children are never left out, they too become involved in planting their sunflower seeds, but mostly enjoy rummaging around in the compost!

Children are inspired to be confident and active learners and to share their thoughts, feelings, ideas and concerns. They learn about the needs and lifestyle of others to understand the world about them. Some staff come from other parts of the world and share their cultural differences with the children, getting them to try different foods and sing different songs or the songs that are familiar to children, translated. Many practical experiences are planned for children, through trips and outings, to the farm and the woods for example. The use of everyday information and communication technology, sand and water play, paint, gloop and books extend children's understanding and awe across the six areas of learning.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

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