

Ducklings Private Nursery

Inspection report for early years provision

Unique reference number EY398115
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Inspector Susan Rogers

Setting address Moor Hall Junior & Infant School, Rowallan Road, SUTTON
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Type of setting Childcare on non-domestic premises

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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*.

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Description of the setting

Ducklings Private day Nursery was registered in 2009. The setting operates from purpose built building in the grounds of Moor Hall Primary School. The setting serves children from the local area. There is a fully enclosed outdoor play area available. All areas of the setting are accessible and the entrance door is reached by using a ramp.

A maximum of 28 children aged from two years to four years may attend the setting at any one time. The group opens five days a week Monday to Friday during school term from 09.00am until 03.15pm. Children are able to attend for a variety of sessions.

The setting has procedures in place to support children with special educational needs and/or disabilities, and those who speak English as an additional language. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Innovative play opportunities that allow for children's different abilities encourage a wide variety of learning opportunities and contribute towards children's positive outcomes within the Early Years Foundation Stage. Staff are dedicated to meeting children's welfare needs which results in children feeling safe and settled in the welcoming atmosphere of the nursery. Effective relationships with parents and carers help to promote inclusive practice, and systems are in place to support children with special educational needs and who have English as an additional language. Evaluation and self-reflection procedures have recently commenced, however, the setting has been busy in identifying areas for improvement.

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 learning experiences for each child
- provide spontaneous opportunities for children to be more active by readily accessing the outdoors.

The effectiveness of leadership and management of the early years provision

Children are well-protected as all staff have recently updated their child protection training and are knowledgeable in respect of the indicators of abuse. The child protection policies are comprehensive, regularly reviewed and shared with parents. Staff recruitment carefully ensures that staff are suited to the post and all staff are

vetted and provided with regular support and appraisals. Children play in a safe and well-organised environment as resources are well-organised and practitioners vigilance ensures that children play safely. A suitable risk assessment policy is in place and staff carry out regular visual assessments covering everything with which a child may come into contact. A welcoming environment and skilled staff support ensure that all children and families are welcome in the nursery. Sensitivity is provided when children commence at the setting as they are encouraged to gradually settle in by attending shorter sessions.

The premises are bright, warm and welcoming, with an extensive range of equipment and resources. The resources and equipment, subject to risk assessments, are well-maintained and enable children to independently select their chosen activities and play safely. Parents and carers receive detailed information about the setting, including policies and procedures. Parents opinions are actively sought, through discussions and consultation, in respect to the running of the nursery. The importance of parents input in their child's life is highly valued, and staff regularly seek parents support and information about children's play preferences so that this can inform planning and activities provided for children. The sharing of children's individual learning journeys and regular daily conversations in respect of each child's progress contributes towards children's positive outcomes and encourages parents to actively contribute towards their child's education. Observations and assessments are regularly completed in respect of individual children, and this is fed into generalised planning. However, the observations of assessment systems are in the process of development so there is currently limited evaluation, and planning for individual children's needs has only recently commenced.

Practitioners are well-qualified, highly motivated and are well-supported in their individual training needs. Consequently, staff are in the process of and have recently updated a wide range of training, as there are effective systems in place to support their professional development. The compilation of a formalised self-evaluation form to ensure that continuous improvement is sustained has just commenced. However, the management team is currently devising areas for improvement and has positive aspirations for the improvement of the fabric of the building and children's outcomes. Equality and diversity are promoted well in the setting, through explanations and a wide range of activities that raise children's awareness and encourage their sensitivity towards the needs of others. Children who have specific learning requirements are very well-supported, as there is a designated member of staff who is currently extending her knowledge and training. Further support is provided through productive links formulated with outside agencies who provide additional input for some of the children. Children are helped in their transitions as they move from the early years setting to mainstream school. There are outdoor play sessions, that include both early years children and reception age children from the mainstream school, regular visits to the school for school assemblies and plans for reception school teachers to become involved in some of the children's activities in the nursery setting. Children develop an awareness of the society they live in, through explanations, the use of resources and the involvement of parents. Their communication and language skills are promoted as they make marks using an interactive whiteboard computer, enjoy story time and experience a text rich environment where most items are

labelled with their names. Children's involvement in creative play activities encourages their language development as they describe what they are doing whilst they play and involve each other in their play activities.

The quality and standards of the early years provision and outcomes for children

Strong links with parents and carers help to involve them in their child's care and education, consequently children progress well in all areas of learning and development. Practitioners know each child in their key groups well and are aware of each child's capabilities and preferences. All staff have a sound knowledge of the Early Years Foundation Stage and plan activities to build on individual children's interests and skills. Children's creative skills are encouraged as they scrunch and tear brightly coloured tissue paper, using glue to stick, and create images that represent flowers, with the theme being continued as the children use brightly coloured chalks to create bright images on the paving slabs during outdoor play. Their listening skills are encouraged through an activity using 'listening ears', this extends their language skills and powers of observation as they explore the outdoors, listening to sounds that are both commonplace and unusual.

They explore the textures and properties of soil and mud as they dig in the garden and discover insects and plant life. Unfortunately, fully spontaneous opportunities for outdoor play are limited due to the restraints of the building and timetabling requirements with the adjoining school. Children extend their physical skills as they explore the playground during further outdoor play. They experiment with painting water on to walls, watching this dry and experimenting with different shapes that are made by the brushes. Their independence is encouraged as they pour their own drinks at snack and lunchtime and readily access drinking water throughout the day. They are encouraged to enjoy a healthy lifestyle as they enjoy a snack of fresh fruit, and their social skills are promoted as they sit with each other during snack and break times. Activities that encourage turn taking and sharing are actively promoted by staff. Consequently, children are kind to each other and recognize that their play is vastly improved when they include others. There is an effective balance of child and adult-led play, where children are actively encouraged to select their own toys and create their own case scenarios. This results in children who are confident and eagerly delight in the wide variety of activities that are available. Learning journeys are completed for each child and available for parents to view at any time for them to share in their child's achievements.

Children's imagination is supported through the use of role play, as they use dressing-up clothes to enhance their imagined scenarios and extend their play by using the play kitchen and pretend to drive a car. They learn about the wider world as they celebrate festivals, that include Divali and Eid. Children's behaviour is managed well as there is clear and sensitive practice employed by all staff. They are effective role models using distraction and language the children understand. Children's self-esteem is being developed as they are able to access the toilet themselves and, with support from staff, put on their coats to get ready for outdoor play.

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

The overall effectiveness of the early years provision

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

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| How effectively is the Early Years Foundation Stage led and managed? | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 2 |
| The extent to which children adopt healthy lifestyles | 2 |
| The extent to which children make a positive contribution | 2 |
| The extent to which children develop skills for the future | 2 |

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