



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 258968

DfES Number: 530276

INSPECTION DETAILS

Inspection Date 11/05/2004
Inspector Name Ann Doreen Burford

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Ducklings Day Nursery
Setting Address 2 Western Road
Hagley
Stourbridge
West Midlands
DY9 0LB

REGISTERED PROVIDER DETAILS

Name Alyson Burton

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Ducklings Day Nursery opened in 1999. It operates from a large house with three play rooms downstairs and two rooms upstairs. It has its own enclosed garden and outside play area. The group serves the local community.

There are currently 77 children from 3 months to 5 years on roll. This includes 15 funded 3-year-olds and 12 funded 4-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs, and who speak English as an additional language.

The group opens five days a week all year round. Sessions are from 08.00 until 18.00.

Fourteen staff, full and part-time, work with the children. All, but one of the staff, are qualified to NVQ level 3. The other staff member has NVQ level 2 and is working towards level 3. The setting receives support from a mentor teacher from the Early Years Development and Childcare Partnership (EYDCP). The nursery received a PLA Accreditation Award in June 2002.

How good is the Day Care?

Ducklings Day Nursery provides good quality care for children. There is an effective procedure in place to protect children from persons who are not vetted. Staff are professional and work well as a team. The nursery has a homely atmosphere, where parents and children feel welcome. Most rooms are maintained to a satisfactory standard. There is a comprehensive range of toys and equipment available in all rooms. All the required documentation is well organised and regularly updated.

Health and safety is a priority with detailed risk assessments regularly reviewed and action taken to minimize hazards. The staircase hand rail has been identified as needing to be higher by the Environment Health Officer and action is in place to rectify this. Staff are provided with full information on good standards of hygiene and always implement it. Children receive a healthy diet at meal and snack times. Most

staff have completed child protection training and there are effective procedures in place to take the necessary action if there are concerns over a child's welfare.

There is a broad range of age-appropriate activities planned for all children to support their care and development. Staff complete accurate assessments that are used to create a variety of challenging, interesting experiences for the children. Staff are pro-active in meeting the children's individual needs by developing detailed play plans for each child. Emphasis, throughout the nursery, is on good behaviour, with the staff member for behaviour management normally only consulted if there is a concern. There are effective strategies in place to support children learning right from wrong.

There is an excellent partnership with parents. Parents are kept well informed about their child's progress and the nursery.

What has improved since the last inspection?

Not applicable, as there were no actions raised at the previous inspection.

What is being done well?

- All staff hold an early years qualification and regularly attend relevant training. The number of staff working directly with the children exceeds requirements, additionally there are good arrangements for support staff, such as at lunchtimes. These high standards of staff deployment enable children to enjoy excellent levels of interaction and individual attention.
- Children with food allergies are well known to staff. They have a commendable procedure for identifying the child to ensure they are not given any food that may put their health at risk.
- The support for children with special needs is exceptional. Staff work closely with the parents and other agencies as appropriate. Parents are given good support and advice about local services. Activities are adapted to be fully inclusive and individual play plans identify the achievable progress that the child should make. An action plan is developed for staff and parents to work together to support the child making progress.
- There is extensive information available in the entrance hall for parents to read which includes a parents' library. Parents receive a monthly newsletter and are regularly invited to meetings to discuss childcare and education. Their views are sought on a variety of issues to help the nursery evaluate itself and continue to consolidate and improve the day-to-day provision.

An aspect of outstanding practice:

The forward-thinking home visit programme, available for new children before starting at the nursery, helps to develop the excellent partnership with parents. The parent and the child receive the full attention of the home visit co-ordinator and the key worker. Parents have the opportunity to discuss in detail their child's individual needs and are encouraged to ask as many questions as needed to help them feel confident about leaving their child at the nursery.

What needs to be improved?

- decoration of some nursery rooms
- consultation with named person for behaviour management to promote good behaviour
- completion of the Environmental Health Officer's recommendations.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
4	Devise a plan, with time scales, for re-decoration of the nursery rooms.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Ducklings Day Nursery offers generally good quality education with some very good aspects. Children make generally good progress towards the early learning goals.

The quality of teaching is generally good. Detailed assessments and regular observations are used to develop activities that support children's progress. Very good support is available for children with special needs and for whom English is an additional language. Staff work together as a team to provide good role-models. Most children are well behaved as staff usually implement appropriate strategies. The organisation of rooms limits the regular availability of some activities.

The leadership and management are very good. There is a clear management structure. Staff are aware of their roles and responsibilities as there is an effective induction procedure in place. Staff are encouraged to access appropriate training to develop their own skills and to ensure the nursery maintains its high standards.

The partnership with parents is very good. Parents are given good information about the setting. They can access a range of information about helping their child by loaning a selection of books and leaflets. Parents see their child's assessments and are aware of the targets identified to support their child's progress. Parents are invited to share their expertise and experiences in the nursery with the children.

What is being done well?

- Children can form complicated sentences as they develop conversations with each other and adults. They also can say some words in French. Some children are starting to understand and follow instructions in French.
- The teaching of children with special educational needs is excellent. Staff work closely with parents and other professionals to ensure that activities are available to support children's progress. The individual play plans clearly identify achievable targets and the child's full participation in all activities.
- Bilingual children and children with English as an additional language receive extensive support. Dual language books and signs are used in the nursery. Staff use effective strategies to encourage children to speak and listen to English such as using gesture and facial expression.
- The use of assessment is commendable. Planning for activities is based on what children can already do. This information is used to provide an interesting, stimulating range of activities that support children's progress.

What needs to be improved?

- children's more frequent access to the broad range of activities and

resources through better use of space and time.

What has improved since the last inspection?

The nursery has made generally good progress since the last inspection, when developing children's ability to make choices during free play was a key issue.

Children are consulted about what they want to do during their free play. They choose the toys and the type of play they want to participate in. Children are developing a sense of independence. However, sometimes the time taken to set out the activities of choice reduces the time available to participate.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are usually well behaved and take turns and share well. They play co-operatively and interact with staff and each other confidently. Children choose activities for themselves and can follow instructions during adult-led activities. Most children join in enthusiastically with new activities and are developing a sense of independence. They know the nursery rules and actively abide by them.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children enjoy listening to stories in one to one situations and small groups. They readily join in with familiar parts of the story. Children can give meaning to their mark making although they have limited opportunities to do so. Some children can recognise their own written names and some can form letters in their own name. Children are confident speakers and some can link sounds with letters as they make their own rhyming words.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Most children can count meaningfully to 10. Children sometimes get the chance for practical problem solving and can compare two numbers and know which is the most. They do not spontaneously use numbers in their play. Children enjoy matching shapes to outlines and they use shapes to build constructions. They can correctly identify size and use the appropriate descriptive language.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children can build a variety of replica models using different materials. They enjoy making models from scrap and natural materials. Children occasionally use a simple computer programme with adult support. They use a range of household technology such as telephones in their imaginative play. Children talk about their past experiences, discussing their feelings. Children show a keen interest in the natural environment and the care of animals and wildlife.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children can move in a variety of ways when they have the opportunity. They can crawl, slide, jump and hop and most children can throw objects into a container. Children move safely and with increasing co-ordination. They have an awareness of space and can stop when necessary. They can use a variety of tools and equipment when available.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children join in with familiar songs and rhymes. They enjoy listening to tapes. Children can use musical instruments to beat out a rhythm. They have good imaginations as they suggest ideas for play and can re-create familiar experiences. Children choose colours and a choice of materials to form their own art work and illustrations when it is a planned activity. Creative play during free play is limited by the time available.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- improve the use of time, space and resources to enable children to participate more frequently in the broad range of activities.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.