

Little Ducklings Nursery

Inspection report for early years provision

Unique reference number EY412842
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Inspector Janet Fairhurst

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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*.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Little Ducklings Nursery and Out of School is located in the nursery is located in West Pelton Primary School; West Pelton, just outside of Stanley. The nursery operates from one main classroom within the main school building. They have access to an enclosed outdoor play area as well as the school yard and school field. The nursery operate from 9am to 12pm Monday to Friday, term time only. The Out of School when running operates from 3.30pm to 5pm term time only.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 17 may attend the nursery at any one time. There are currently 17 children on roll all of whom are in the early years age group.

There are two members of staff employed to work with the children, both hold relevant childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a happy welcoming environment where all children are well cared for and make good progress. This is an inclusive nursery, where each child is recognised as unique and staff ensure that their individual needs are met well. Friendly relationships with parents are in place which are complimented by strong partnership working with the host school. Clear vision, a realistic self-evaluation and focused action plan continually improve the quality of children's experiences and opportunities.

What steps need to be taken to improve provision further?

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

- improve parents access to the settings policies and procedures with specific reference to the complaints procedure.

The effectiveness of leadership and management of the early years provision

Safeguarding arrangements are good and the comprehensive policies and procedures implemented by staff ensure that children are protected and well supported. There are good recruitment and selection procedures in place which include relevant checks, the induction of new staff and the process for carrying out staff appraisals. Senior management is fully committed to professional development of the staff and work closely with the local education authority to achieve this aim. Effective risk assessments and daily checks are carried out to enhance children's safety throughout the nursery and when using the outside area.

Attendance records show that the provider is caring for more children than their conditions of registration allow. The provider gave a reasonable excuse for doing so, ensuring consistency of care in an emergency situation and on this occasion Ofsted does not intend to take further action.

The nursery offers the children a happy and welcoming environment. The space and provision provide a good variety and range of activities and quality resources which reflect all areas of learning. Staff are deployed very effectively and are assigned children through the key person system. This ensures children's needs are responded to as and when required, which enables them to feel secure and confident.

Parents and carers are made welcome in the nursery and relationships are friendly. Regular contact with parents as they drop their children off or pick them up ensures adults have opportunities to discuss any individual issues or concerns and to share successes promptly. However, despite efforts to ensure parents are aware of the settings policies, some parents do not have ready access to them and remain unaware of the role of the regulator particular in relation to complaints. Parent's views are positive about the care their children receive. They comment that the 'nursery and staff are very friendly' and that their children 'enjoy coming'. The transition into school is very good as a result of the close liaison between the nursery and the school's reception class. There are no children attending who have special educational needs and/or disabilities. However, the manager is fully aware of the importance of working closely with outside agencies to support children's welfare and development.

The nursery has established itself well and made considerable progress since registration. Effective monitoring of the setting provides an accurate diagnosis of the strengths and areas for development. Actions taken by the nursery are well-chosen and carefully planned, so that impact is evident across areas where it is needed. All staff contribute to the assessment process. The planned introduction of end of year questionnaires provides opportunities for parents' views to be incorporated into the overall evaluation process.

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

Relationships are very good and because of this children come into the nursery happy and eager to learn. Staff monitor children's progress carefully. They use the results of this analysis to identify any potential concerns and implement effective support strategies to help eliminate them. For example, recent data collected highlighted that more support was needed to fully support learning in problem solving, reasoning and numeracy, specifically for boys. As a result more regular adult focused sessions are incorporated into the planning to maximise opportunities for children to develop their skills in this area. Individual assessments are recorded carefully in the children's personal folders and are valuably supported by examples of children's learning, including photographic evidence. The significant strength of this process is that after each assessment the next steps in learning are

clearly identified and activities are planned accordingly.

There is a good balance between activities that are led by an adult and those that children choose for themselves. These activities really capture the children's imagination and enable them to work with sustained interest. When children choose activities for themselves, staff interact with them to support and develop their learning using open ended questions to probe and test their skills and understanding. For example, as children use the tuned percussion tubes staff encourage them to describe the sounds and think about how they could create different sounds. There is good provision for mark making through chalk boards, painting and writing letters. Literacy is developed through all areas of the nursery, such as, with signs and labelling, and in using books, reading together or independently. Children quickly become engrossed in what they are doing and show good levels of concentration and perseverance especially when tasks really engage their interest. This was evident when some children were cutting out their stencil pictures of animals that they then made into masks. Children enjoy interactive experiences and learn through trial and error. For example, children experimented with different toy vehicles to find out which would go the furthest when rolled down the ramp. Children learn about growth as they compare how tall they are on their height chart and monitor the growth of their sunflower seeds. A range of resources are available to children which promote their awareness of people's differences and the wider world. Children enjoy being imaginative and proudly show their finished creations to members of staff. These creations are displayed around the nursery helping to raise the children's self-esteem and give them a real sense of achievement.

Children trust the adults who look after them and provide them with an extremely safe environment in which they enjoy learning and playing with their friends. They have a good understanding of healthy and safe lifestyles and put this into practice at snack times when they enjoy helping to prepare and cut the fruit. Children develop good self-help and skills for independence, for example, knowing they must wash their hands before eating, putting on their own aprons and wrapping up warmly to play out of doors. Children benefit from having time to play outside in the fresh air and have great fun when it rains and they go splashing in the puddles. They enjoy running or pedalling their bikes around the playground, all of which provides good opportunities for exercise. Children follow routines well and learn to share and work with others, while also developing a good capacity to operate independently and to make choices for themselves. They behave well and they are kind and considerate towards each other.

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

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3

The quality of the provision in the Early Years Foundation Stage

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

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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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