

Ducklings Day Nursery

Inspection report for early years provision

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22/11/2011

Inspector

Andrea McGanity

Setting address

Ducklings Day Nursery, 4-8 Wood Street, Hoylake, Wirral,
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Type of setting

Childcare - Non-Domestic

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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.

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Description of the setting

Ducklings Day Nursery is one of four nurseries and one out of school provision run by a private partnership. It was registered in 2007 and operates from five rooms and has a sensory room, in the Hoylake, area of Wirral. All children share access to a secure enclosed outdoor play area. The nursery is open each weekday from 7.30am to 6pm for 51 weeks a year, except bank holidays. The nursery also offers wrap-around care during term time each weekday from 7.30am to 9am and 3.30pm to 6pm.

The nursery is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 62 children aged from birth to under eight years may attend the nursery at any one time. There are currently 68 children on roll, of these 11 are under eight years and of these 57 are within the early years age range. The nursery also provides funded places for the provision of early education for three- and four-year-olds. They also offer care to children aged eight years to 11 years. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 16 members of staff including the two owners, 14 of whom work directly with the children. Of these, one owner holds Early Years Professional Status (EYPS), and the other owner holds NNEB and is currently working towards a foundation degree, two members of staff hold a foundation degree, and another is working towards an early years degree, eight staff hold a qualification at Level 3 and two hold a qualification at Level 2. The nursery also employs a qualified chef.

The setting is a member of the National Day Nurseries Association and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children develop a sense of confidence in this warm and caring setting. Excellent partnerships with parents are a key strength in ensuring the needs of all children are met, including those with additional needs. Overall, children are making good progress in almost all areas of their development. Staff have very good knowledge of each child's individual needs and understand how young children learn and progress. A well-established culture of reflective practice enables priorities for development to be identified and the capacity for continuous improvement to be maintained. Overall children are safe and feel secure in the nursery.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- assess the risk to children in relation to the drain in

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the outdoor play area and to take action to minimise this (Suitable premises, environment and equipment).

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

- support children further by providing opportunities for them to become more independent, discover connections and solve problems.

The effectiveness of leadership and management of the early years provision

Managers and staff are very knowledgeable and well qualified in the safeguarding of children. Safeguarding policies and procedures clearly illustrate the process for staff to follow if they have concerns about children's safety. Very good recruitment and vetting procedures are in place regarding assessing practitioners' suitability to work with children. Detailed risk assessment and daily checks ensures that all areas are safe for children to move freely around the building. However, one drain in the outdoor play area is accessible to children and potentially poses a hazard to them. This breaches a specific legal requirement of the Early Years Foundation Stage framework.

Staff are very knowledgeable about the Early Years Foundation Stage and use this extremely well to support children in their learning. The environment is vibrant and well resourced, with a wide range of versatile equipment both indoors and outdoors. Rooms are laid out imaginatively in learning areas to enhance all aspects of children's learning and development. Children can access resources from clearly labelled baskets that enable them to make choices and build independence. This means that children clearly benefit and thrive as a result and make very good progress in their development.

Partnership with parents is a key strength in the setting and this contributes significantly to children's well-being and development. Detailed feedback, both verbally and in the daily diaries, and regular parents evenings, keeps parents very well informed and fully involved in their children's learning. The staff and parents share important information about their child's starting points and progress. For example, when a child starts in the nursery if they have dietary requirements, the nursery chef is also part of the induction process. This is to ensure that all children's needs are being fully met. Focused attention supports children with English as an additional language. Parents provide words in their home languages. Staff provide children with many exciting opportunities to learn about diversity. A wide range of appropriate festivals are celebrated through craft work and stories. Parents are also welcomed to share their cultures with the children. For example, the children recently enjoyed a day about Germany where they explored resources and crafts from that country. Partnerships with others are well established and make a good contribution to children's achievement and well-being.

The nursery and senior management team are very effective in monitoring practice and planning for improvement. They identify areas for improvement with the aim

of improving outcomes for children. They have a number of well-focused plans to improve the environment and resources to further promote children's learning. For example, they are developing transition bags for the parents to use at home with the children, which include resources for moving house, going to the dentist and starting school. They ensure that children are involved in the self-evaluation process by getting them to write letters to the manager of their likes, dislikes and areas they would like to see improved.

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

The children feel safe and secure at the setting because they have good relationships with the staff. For example, children are taught how to be safe by staff giving gentle prompts of not to run inside the setting and walk slowly when using the steps. Good quality interactions and well-organised routines help babies and very young children to become secure and confident in the setting. All adults are extremely well deployed to support each child's learning and welfare. They are skilled at promoting highly positive attitudes to learning, instilling a keenness to learn in children. They recognise when to involve themselves in children's play to extend thinking or play ideas or when to leave children playing independently. For example, when playing outside children hide in the tyres, the brief involvement of the staff to cover them over so the other children cannot see them extends this activity further to the other children counting and trying to find them. Their behaviour is exemplary and children begin to show an awareness of responsibility within the setting. For example, they take turns and cooperate with each other when serving the food at lunch time. Children are developing a respect for themselves and others and are learning about other cultures and beliefs. This is because the staff provide a wide range of activities and experiences, which help them to value diversity.

Staff have a good understanding of how young children learn, they are actively involved in children's play and they ask a good range of open-ended questions. This supports children's learning and encourages them to be active and critical thinkers. Staff know the children well and they have a good understanding of their abilities. This means they effectively challenge and support children's on going progression. However, children have fewer opportunities to become more independent and solve problems through everyday situations in play.

Staff make good use of observation, assessment and planning to ensure they provide a good range of activities across all areas of learning to meet individual children's needs. This includes making recent changes to their planning and observation arrangements to ensure they incorporate children's next steps and interests. Children have good opportunities to develop their language skills, because staff are skilful at engaging the children in singing songs and using puppets to enhance the children's experience. For example, when singing 'five little ducks' they successfully use a large duck to encourage the children to say 'quack, quack' and get all the children to join in. Children also have many opportunities for mark making, for example, they experiment with different tools in the sand and make patterns. Babies enjoy

sensory activities, such as playing with the sensory bottles and watching the glitter move when they shake it, and using their hands to explore the flour and make marks.

Children learn to adopt healthy habits and take an active part in meal times. These times are sociable occasions and children sit in small groups. They are able to choose what they would like to eat and serve themselves and pour their own drinks. Children have a strong awareness of what constitutes a healthy lifestyle because they talk about milk giving them 'calcium' and 'strong bones'. They engage in a wide range of physical activities. For example, when playing outdoors children manoeuvre their bikes around objects with skill and climb on the climbing frame with confidence. Children know hand-washing routines because the staff sing a hand-washing song about washing the germs away.

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	1
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	1

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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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