

Ducklings Day Nursery

Inspection report for early years provision

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Inspector

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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 owned by Ducklings Day Nurseries, a private provider. It was registered in June 2011. It operates from a purpose built building using five activity rooms. The nursery is located in Barnard castle, County Durham and serves the local area and surrounding areas. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round apart from one week at Christmas. Sessions are from 7.30am until 6pm. Children are able to attend for a variety of sessions. A maximum of 70 children may attend the nursery at any one time. There are currently 14 children attending who are within the early years age range. The nursery also offers care to children aged over five years to eight years. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are systems in place to support children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs seven members of child care staff. All of these hold appropriate early years qualifications at level 3 or above and one member of staff is qualified to Early Years Professional Status. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are at the heart of all that happens in the nursery. Provision is inclusive and both children and their families are very warmly welcomed by staff who demonstrate enthusiasm and professionalism to ensure each child is valued and special. Children receive motivating learning experiences skilfully matched to their individual needs and as a result, they make good progress in their learning and development. The provision is led by a motivated and extremely enthusiastic management team who embrace the process of self-evaluation to monitor practice and improve outcomes for children. The outdoor provision is an area identified for future development. Children benefit immensely from the excellent partnerships established with parents and carers and systems for sharing information with other early year's providers are being developed.

What steps need to be taken to improve provision further?

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

- embed the systems in place to share information with other early years providers for children who attend other settings, including their contributions to children's learning and development records

- develop the use of the outdoor area to further enhance children's play and learning opportunities.

The effectiveness of leadership and management of the early years provision

Children who attend this setting are well safeguarded. Clear safeguarding procedures ensure children are fully protected from harm or neglect. The designated member of staff with responsibility for ensuring safeguarding procedures are implemented in line with local authority guidelines, keeping up-to-date with any changes through training and shares information with other staff members during meetings. This ensures children are fully protected during their time in the nursery. Robust recruitment and vetting procedures ensure children are cared for by a suitable and well qualified staff team. All staff are checked through the Criminal Records Bureau, proof of qualifications and identity are obtained prior to starting work in the nursery and references from previous employers are obtained. Rigorous risk assessments ensure potential hazards both indoors and outdoors are minimised. Staff are deployed effectively to ensure children are properly supervised at all times.

Children benefit from the strong leadership and management who have high aspirations and a clear vision to provide good quality care and education to all children who attend. Effective systems to monitor and evaluate the setting take account of staff and parents views and the information is used to continuously improve and develop policies, practice and procedures. The nursery has identified the need to further enhance and develop the outdoor environment to improve outcomes for children. All children are unquestionably included and integrated. A positive equality and diversity policy outlines a commitment to promoting inclusive practice. All staff demonstrate a commitment to working with external agencies to support the inclusion of children with special educational needs and/or disabilities. Good regard is given to enhancing staff professional skills and knowledge through training and development. All staff hold an early years qualification and they are well supported to improve their qualification levels. Written policies and procedures are implemented consistently by all staff, shared with parents and inclusive for all who attend. The nursery provides a good range of age-appropriate quality resources, which children can access independently to help them to begin to make choices about their learning and play. Colourful displays of their work along with photographs help children to develop a sense of belonging and promote self-esteem.

The setting is highly committed to working in partnership with parents. The effective key worker system enables staff to establish close working relationships with parents from the onset, in order to secure continuity of children's care. Discussions with parents, suggest that they highly value the care their children receive and are impressed with the progress that their children make and children are 'made to feel special'. Parents actively contribute to children's learning journeys and planning which fully involves them in their children's learning and development. For example, parents record their observations about children in their daily communication diaries. They discuss with staff and record any concerns

about their children on the planning sheet which enables staff to plan suitable activities that focus on the specific areas of their development. Systems to share information about children's individual progress, with other providers of the Early Years Foundation Stage, for children who attend more than one setting are being established. Daily communication diaries are being exchanged. However, systems for all parties to contribute to children's learning and development records are not as yet, fully embedded in order to assist planning.

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

Children make good progress in their learning and development and thoroughly enjoy their time in the setting. They form secure relationships with consistent, well motivated staff who support their learning well. Staff have a secure understanding of the Early Years Foundation Stage Framework and implement it confidently throughout the nursery. Children receive a rich and varied range of experiences across the areas of learning based around their individual interests. Consequently, children very much enjoy their time at the setting and have a positive attitude to learning. Ongoing observations are used meaningfully to identify children's achievements and next steps. This information is being used effectively to inform the individual planning of activities and learning experiences for children and recognises the uniqueness of each child. Children are showered with praise and encouragement and staff skilfully engage with them and increase their motivation and promote positive behaviour. Children are starting to form friendships with each other and are confident and self assured. They behave well, share, take turns appropriately and play co-operatively.

Children become active, inquisitive learners who are developing skills for the future. They actively participate in activities that promote communication, language and literacy skills very well. They have free access to mark making activities and their early reading skills are incorporated into daily routines. For example, pre-school children find their name on their coat peg cards. Children observe the text displayed attractively around the nursery and children regularly look at books for enjoyment in the cosy book corner in each room. Children are gaining a good understanding of the wider world. They have regular access to a range of toys that show positive images of diversity and take part in meaningful experiences in their local community. For example, they visit their local library, shops, cafes and swimming baths. Children under two years become excited as they use a range of 'cause and affect' toys, observe the flashing lights in the sensory room and older children use computers to operate simple programmes. Sand and water play is popular and children adore messy play, such as, painting and dough. Heuristic play is being developed throughout the nursery for younger children. They enjoy exploring treasure baskets with a range of natural materials and many sensory activities, such as, different textured paper and 'flubber'. Children have opportunities to investigate outdoors having fun in the summer exploring 'Freddy the frog' in the garden and making him a 'home' using recycled materials. Children are imaginative and engage happily in role play. They play with puppets, use small world toys and experiment with musical instruments. They recently converted the outdoor play house into a 'police station' following a visit

from the local police officer. Children have fun with the staff playing 'doctors' using bandages on cream with a member of staff as the 'patient'.

Children begin to understand the importance of good personal hygiene. They wash their hands at appropriate times, such as, before eating and after visiting the toilet and brush their teeth after lunch. The premises are clean and hygienic and the nursery fully promotes healthy eating by providing all children with a well balanced range of tasty, nutritious food. Children have opportunities to explore healthy eating through cooking activities and recently prepared vegetable soup. Children are active and good opportunities to engage in physical play. They thoroughly enjoy using the balancing and climbing equipment outdoors and the range of 'soft play' equipment indoors. All children are content and settled because their individual health, physical and dietary needs are met to a good standard. Planned activities, such as, topics relating to 'people who help us' help children to learn about keeping themselves safe in a fun way. This is combined with practicing road safety and fire drills to further support their understanding of keeping safe.

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	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	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