

Dizzy Ducks Day Nursery Ltd

Inspection report for early years provision

Unique reference number	EY310377
Inspection date	20/10/2008
Inspector	Marianne Harris

Setting address	Buttsbury Infant School, Perry Street, Billericay, Essex, CM12 0NX
Telephone number	01277 650538
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Type of setting	Childcare - Non-Domestic

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.

Description of the setting

Dizzy Ducks Day Nursery is a privately owned setting located in a demountable building in the grounds of an infant school. It opened in 2005 and caters for a maximum of 30 children. The nursery is open each weekday from 07.00 to 19.00 all year round and is fully accessible. There are currently 75 children on roll, ranging in age from babies to those who are about to enter school. Nineteen children are in receipt of government funding. There are 11 staff employed at the nursery, all of whom have relevant early years qualifications. There are currently no children who have an identified learning difficulty and/or disability. The children have access to a secure outside area as well as the grounds of the infant school and adjacent conservation area. The setting is registered on the Early Years Register and both parts of the Childcare Register.

Overall effectiveness of the early years provision

This is a good setting where all are welcomed and included and where there are excellent partnerships with parents and the local school. These help children to learn and develop effectively. Children are well cared for and are encouraged to eat a healthy diet. There are also good plans to improve the outside area to further enhance children's physical development. The nursery has secure systems for accurate self evaluation and is well placed to improve further. Children make good progress towards the expected goals for their learning.

What steps need to be taken to improve provision further?

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

- make more use of the outside area so that children can experience more physical activities and extend their learning in the outside classroom

The leadership and management of the early years provision

The nursery is very well led and managed. Staff are all trained to an appropriate level and this training is updated when necessary. All relevant policies are in place, regularly reviewed and provided for parents to see. Procedures for safeguarding children are excellent and firmly established. There are named staff for child protection and for ensuring children with particular needs are fully included in the educational programme offered. Risk assessments are thorough and this means that children are safe when visiting the local environment, or travelling by bus on various outings. The management of the nursery is particularly successful in using staff known to the children when others are sick. This results in the children usually knowing all members of staff and helps them feel settled and safe.

The nursery manager has made a good start on the process of self-evaluation to judge for herself the particular strengths of the nursery and where improvements

need to be made. Staff rightly judge that their partnership with parents is excellent and are proud of the information they share and the social events they hold. There are many examples of parents' comments around the nursery, all of which praise the provision and say how much their children enjoy attending. The manager has plans to improve the outside area with canopies and better surfaces so that children can have more access. At present it is not possible to make full use of the outside area for physical activities. However, whenever possible the children do have access to the school grounds that provide a large play area when the school is not in session.

The issues identified at the time of the last inspection have been tackled effectively. Staff training has ensured that activities are purposeful and that child protection procedures are robust with a coordinator now in place. A very effective self-evaluation process is leading to an honest appraisal of where improvement needs to be made.

The quality and standards of the early years provision

Recent training has meant that staff are much more confident delivering the learning programme in the setting. In the baby room there are many activities that encourage very young children to be active and become increasingly independent. Mealtimes are particularly effective with babies learning to sit and eat with each other. There are appropriate opportunities for babies to sleep and staff are very keen to ensure that they have any comforters used at home. This means that babies feel safe and secure. In the toddlers room resources are used effectively to encourage children to explore and find things out for themselves. Staff are excellent role models and particularly help children to develop language skills by asking questions that require a response of more than one word, thus encouraging sentence development. There are many books to help children appreciate stories and these are read well to excite the children. Many in this group have their favourite stories and staff are keen to read these to further encourage the children to listen and respond to the tale. Staff use songs and rhymes well to encourage early counting. In the pre-school room tasks are well planned to ensure that children have access to a wide range of activities that cover all areas of learning. There is a good balance of those that children choose for themselves and those that adults lead in order to teach specific skills. This results in children making good progress towards the learning goals expected for their age.

Staff are exceptionally successful in encouraging the children to eat healthily. Snack and meal times are well planned with fruit and a good mixture of vegetables. Children eat a wide variety of fruit and can express preferences. Outings into the local area are well planned so that all children are safe and the entry into the nursery is secure. Every child has a key person who takes responsibility for keeping records and reporting back to parents. The staff have regular parents evenings to share the progress children have made. The assessment system has just been reviewed in line with the new curriculum for the Early Years Foundation Stage and covers all areas of learning. Staff make detailed observations and share these with parents as needed.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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