

Ducklings Day Nursery

Inspection report for early years provision

Unique reference number

EY272143

Inspection date

20/02/2012

Inspector

Hazel White

Setting address

170 Attleborough Road, NUNEATON, Warwickshire, CV11
4JW

Telephone number

02476 341881

Email

Type of setting

Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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

Ducklings Day Nursery is privately owned and run. It was registered in 1997 and moved to the current premises in 2003. It is located in the area of Attleborough in Nuneaton and is within a short distance from the town centre. The nursery is on two levels, there is no lift access to the first floor. There are two fully enclosed outdoor play areas. The nursery is open Monday to Friday from 7.30am to 5.30pm, 51 weeks of the year and offers full or sessional day care for children. The nursery serves the local and surrounding areas and has strong links with several schools. It is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 100 children may attend the nursery at any one time all of whom may be within the early years age range. There are currently 149 children attending who are within the early years age range. The nursery also offers care to children aged over five years to eight years during school holidays. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 29 members of staff who work with the children, all of whom hold relevant childcare qualifications, one to level 6. The setting receives support from an advisory teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a well thought out environment which has a positive impact on their learning and observation systems are in place to identify the next steps for most children. Children's understanding of adopting a healthy lifestyle is exemplary. The inclusive and welcoming environment effectively supports their individual needs and interests. The staff team work effectively, overall, alongside parents and have secure partnerships with other early years providers which contributes to consistency of care. The management team have a clear vision for the nursery and effective monitoring systems help evaluate childcare practice. All staff show a good capacity to continually review and extend their good practice to support the children in their care.

What steps need to be taken to improve provision further?

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

- improve the identification of children's next steps in all key worker groups so that it is consistent throughout the nursery
- enhance the parents' involvement in their children's learning by further encouraging their contribution to assessment records.

The effectiveness of leadership and management of the early years provision

Staff are confident and clear about their responsibilities in relation to ensuring children remain safe and protected. They have a good understanding of how to recognise signs and symptoms of abuse and there are clear procedures to follow should they have any concerns. The safeguarding policy is shared with parents to help ensure that all adults are aware of their individual and collective roles and responsibilities. The owner and manager have recently attended safeguarding training to keep their knowledge up-to-date. This information is shared with the staff team which helps to protect children from harm. The nursery has secure recruitment procedures in place to check staff's initial and ongoing suitability to work with children. Visitors are effectively monitored and CCTV cameras are operational throughout the nursery. Comprehensive risk assessments are conducted and in addition, staff complete daily checks of all areas to minimise potential hazards to children.

The effective deployment of staff means that children are appropriately supervised at all times and remain safe. Children use a broad range of resources which cover all areas of learning. They are cared for by key workers and are grouped according to their age and ability. There are good systems in place to support children with special educational needs and/or disabilities. Staff liaise closely with parents and external agencies to ensure children's needs are met and they are fully supported and included. A well-equipped sensory room is available for all children to use. The nursery promotes equality of opportunity well, serving a diverse community. Children are valued and respected. They have resources, play opportunities and activities which acknowledge cultural differences and represent the children attending.

Parents are warmly welcomed and they receive detailed information about the nursery through open evenings, newsletters and an informative notice board. Staff are active in sharing information with parents about their children and in encouraging them to provide information about their interests, capabilities and achievements at home. Each child has an 'All about me' sheet and this information is filtered into the individual plans to support their ongoing development. Children's learning journals are easily accessible and clearly explained to parents during open evenings so that they can see the progress that their children are making. However, systems to invite parents to contribute to assessment records have not been fully explored so that they can extend their children's learning at home. Links with other local early years settings children attend are secure to help ensure consistency of care and learning.

The nursery is well led and managed. Staff work well together as a team and have made many changes following the last inspection. For example, risk assessments have been extended, suitability checks reviewed and low hand rails added to the stairs to enhance children's safety. They embraced the new observation and assessment system which was introduced for all children and for most children their next steps are clearly identified. This is an area that is still developing to

ensure that all children are appropriately challenged. Staff are fully committed to ensuring that they effectively support children's individual needs and welcome the support they receive from the early years advisor. Reflective practice is ongoing at all levels and the views of parents and the whole staff team have helped to inform the setting's self-evaluation form. There is a clear and focussed action plan for future development. Documentation is well maintained and organised effectively to support children's needs and the efficient running of the setting.

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

Children are happy, having fun and making good overall progress in relation to their capabilities and starting points. Children are cared for by staff who have a good knowledge of how to develop learning through play. Planning is based on what they know children will enjoy and is flexible so that key workers can respond to their individual ideas and interests. Learning journals are used to record children's achievements and these contain some examples of children's work, photographs and their observation records. Staff have recently changed the way that they complete these records and have identified that they are still in need of further development to ensure that they consistently and effectively identify next steps for all children.

Children have a positive attitude to learning and respond enthusiastically to the full range of activities and play experiences provided. Pre-school children happily select resources for themselves and invite others to join in their play. They develop good independence, for example, helping set the tables at lunch time and putting on coats and hats for outside play. Babies readily go to staff for comfort, reassurance and support and take part in action songs and rhymes. Staff respond to their sounds and gestures, extending their vocabulary by naming and repeating sounds and words. They explore and investigate various toys which are placed within their reach and are excited by toys that react in different ways when buttons are pressed.

Children engage easily in conversation and their language skills are well supported with staff helping them to think and to problem solve as they play; for example, suggesting they find the straight edges on jigsaws to build the frame. Mark-making and pre-writing skills are evident throughout the nursery as children draw and note, use stamps to print and diaries to record pretend appointments. Children access books in the comfy corner extending their love of books and their understanding that words carry meaning. They make and create, paint and explore different textures and model with play dough. Their artwork is well displayed so that their work can be appreciated enhancing the children's self-esteem. Children use their imaginations, for example, using soft toy animals to create a pet shop and identify numbers from labels that tell them how much they need to pay. They check the value of coins with adults and wait for their change from the till.

Children develop an understanding of the local community as they walk to the church grounds to collect leaves and visit their local schools. They celebrate festivals from around the world and use a range of resources which are

representative of other cultures. Words in Polish, French and Hindi are displayed and visual aids support children who speak English as an additional language. Children's behaviour is good; they learn to negotiate, share toys, take turns with equipment and show consideration for each other as they play together. They respond positively to adult expectations and make choices and decisions about their own learning.

Children learn to keep themselves safe indoors and outside. They know that they must hold onto the banister when they use the stairs and help staff to complete their daily risk assessment of the garden. Children have an excellent understanding of adopting a healthy lifestyle. The environment is bright and child-friendly, affording children plenty of space to play, eat and rest in comfort. Older children manage their own personal needs and nappy changing procedures are thorough. Children learn very good procedures regarding personal hygiene through regular routines. Children thoroughly enjoy being in the fresh air and being active. Climbing and soft play equipment are exceptionally well used which develops children's physical skills. Menus are carefully planned to meet children's individual health needs and preferences and shared with parents. Meals are freshly made on the premises by a qualified chef and include lots of seasonal fruit and vegetables. Children learn about healthy eating and are encouraged to try different food. Mealtimes are happy, relaxed sociable occasions whereby children learn good table manners and enjoy the company of staff.

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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----