

# The Ducklings Day Nursery

Inspection report for early years provision

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|--------------------------------|---------------------------------------|
| <b>Unique reference number</b> | EY443238                              |
| <b>Inspection date</b>         | 07/08/2012                            |
| <b>Inspector</b>               | Margaret Mellor                       |
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| <b>Type of setting</b>         | 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

The Ducklings Day Nursery is one of two provisions run by a private provider and was registered in 2012. It operates from three rooms across two floors in detached premises and annexe in Halewood, Liverpool. Access to the premises is via a few steps to the main entrance. The nursery serves a wide catchment area and has strong links with the local school. There is a secure, fully enclosed area for outdoor play with a designated area for babies.

The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 8am until 6pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and compulsory part of the Childcare Register. A maximum of 52 children may attend the nursery at any one time all of whom may be on the Early Years Register. There are currently 63 children on roll who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years to eight years and, currently, there are no children attending in this age group. The nursery provides funded early education for three- and four-year-olds. It supports children who speak English as an additional language.

The nursery employs 17 members of childcare staff who all hold appropriate early years qualifications. Three staff also have an Early Years Foundation degree. The owner has Qualified Teacher and Early Years Professional Status. Additional staff are employed for cooking and cleaning of the communal areas. The nursery receives support from a quality development officer.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy in this caring and highly enabling environment which, overall, positively promotes independence, diversity and good behaviour. A strong partnership with parents greatly contributes to the good progress children make in their learning. Well-developed knowledge aids staff to plan enjoyable and challenging activities, and ensures that each child's uniqueness is routinely met. Partnerships in the wider context are used to promote good quality care and education. Good emphasis is given to the promotion of children's welfare. Management are highly motivated and the processes of self-evaluation that aids the planning for future improvement are good; this is resulting in a provision that is responsive to all its users.

## What steps need to be taken to improve provision further?

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

- ensure children are provided with experiences and support which will help them to develop a positive sense of themselves and others, for example,

encourage older, more able children's independence to manage their own personal hygiene in private.

## **The effectiveness of leadership and management of the early years provision**

Children move safely and with confidence in their nursery environment. Robust vetting procedures ensures adults suitability, and staffing ratios along with qualifications that exceed requirements ensures that children are supervised well. Staff demonstrate a good understanding of the supporting safeguarding policies and procedures should they have any concerns about a child in their care. Regular risk assessments of the premises and outings aid staff to manage or eliminate risks effectively. The provider has notified Ofsted of changes to the premises and all the required documentation is maintained for the safe management of the provision. Children are also protected as most staff have a valid first aid certificate and good hygiene practices consistently followed helps to minimise the risk of cross-infection. Welfare of children is further enhanced through nutritious meals freshly prepared by the cook, and good opportunities for fresh air and exercise.

A welcome pack and notice boards provides parents with good quality information about the policies, procedures and child care in general. Settling-in sessions are offered and 'all about me' booklets encourage the sharing of information when children first attend. Therefore, children's individual needs are identified and effectively supported through good key-person support. Day diaries introduced as an outcome of parent comments and access to learning journeys keeps parents well informed about their children's welfare, achievements and progress. Therefore, parents are able to continue children's learning at home. Parents comment that they are delighted with the quality of provision and caring environment. Previous experience of working in partnership with parents and outside agencies to support children's individual needs further ensures an inclusive environment. Visits from the reception teacher and going along to concerts are supporting children's transition to school. Management are also aware of their responsibility to liaise with other provisions delivering the Early Years Foundation Stage.

All children make good progress in relation to their starting points and staff regularly attend training events for their professional development. Children thrive because the management are using a formal self-evaluation document to maintain continuous quality improvement. This is effectively supported through parent and older children's questionnaires, engaging with staff and input from a quality development officer. Improvements to the use of space and deployment of resources has greatly enhanced inclusive practice and the overall quality of the provision. Plans for future development that will further improve outcomes for children, are well targeted and planned for. These include implementing revisions to the Early Years Foundation Stage. Management are also committed to the provision of good quality sustainable resources, and children gain a suitable awareness of healthy lifestyles.

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

Children make good progress across all areas of learning in relation to starting points and capabilities. The key-person supports them appropriately and a good range of resources meet all their developmental needs. Therefore, children participate in purposeful play and exploration. A wide variety of child-initiated activities means that they are thoroughly engaged in their play. Activities planned by staff, such as making fruit smoothies is enjoyed by all and a visit from the police contributes to children's awareness of road safety. The key person is also very skilled at supporting children's fascination in nature and experiences at home. Adding animals to story times builds children's confidence to talk in a group and reflect on a family outing to the zoo. Staff complete sensitive 'I can' observations on each child in their key-group, and use these effectively in conjunction with parent's observations to plan for their next steps in learning. Therefore, children's good progression towards the early learning goals and achieving as much as they can is effectively supported between their home and care environments.

Children thoroughly enjoy their play and become independent while developing a positive attitude towards learning because open ended resources are easily accessible. As a result babies eagerly seek out toys that make sounds, toddlers freely experiment with quantities in water play and older children sit reading travel magazines with staff. This challenges children's senses and creativity. Children immerse themselves in fantasy as they gather play foods for a barbeque and this helps them to make sense of the world. Outdoors, children learn about growth through the strawberries they plant and show plenty of natural curiosity as they investigate water frogs with magnifying boxes. In key group activities children explore colour, shape and pattern when creating seaside pictures. Good use of open ended questions and resources further challenges children's mathematical development. As a result they confidently count to five and work out for themselves how many monkeys are left when one falls off the bed. Mark making is relished across the age range and while practising their early writing skills older children even make some recognisable letters, such as their name. Developing skills in operating remote control resources also develops children's skills for the future.

Children are cared for in a very positive environment and enjoy a warm relationship with adults. They develop behaviour appropriate to good learners because they respond to the expectations of staff. As a result, toddlers learn to share and children play cooperatively with their friends. Staff are also very skilled at making sure children feel special through their high level awareness of their unique characteristics. This promotes children's emotional well-being and a stimulating display of children's seaside pictures further boosts their self-esteem. As a result children are happy and confident. Enjoyable walks aids children to become aware of the local area and they are also helped to understand about others cultures. Children celebrate Diwali and welcome posters are displayed in different languages around the nursery. Children play with children from different cultural backgrounds and staff teaching them to sign to rhymes further aids children to understand and embrace differences. Gender stereotyping is also

discouraged because a male staff member is a positive role model for the children in their early formative years.

Comforting systems, such as good key person support helps all children to have a good feeling of safety. Children are also protected because the nursery is very clean and they become aware of good personal hygiene through established routines. They confidently tell adults how washing hands stops germs getting on the toys. However, there are no doors on toilet cubicles in the pre-school bathroom. Therefore, helping older children to develop a positive sense of themselves and others, such as independence to manage their own personal hygiene in private is sometimes impeded. At lunch time homemade tomato soup with sandwiches and participation in growing strawberries stimulates children's interest in healthy eating. Indoors, push-along toys stimulate babies walking and cosy spaces enable children enjoy a quiet time exploring sensory resources or looking at books. Outdoors, children have great fun mark making, digging in the sand, climbing on activity frames or pedalling wheeled toys. These activities promote children's physical skills and further aid them to learn about a healthy lifestyle.

## 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

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|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

### The effectiveness of leadership and management of the early years provision

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|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 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 |
|--|---|

### Outcomes for children in the Early Years Foundation Stage

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|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 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