

# Dunky's Day Nursery (Runcorn)

2 Mather Avenue, Weston Point, Runcorn, Cheshire, WA7 4JJ

<b>Inspection date</b>	06/11/2012
Previous inspection date	01/12/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children form warm relationships and show they feel safe and secure because staff give priority to their safety.
- Sound planning and assessment systems ensure all areas of learning are covered appropriately to help children make steady progress in their learning.
- Partnership with parents and external agencies leads to children receiving early and effective interventions when necessary, particularly those who need extra support in developing speech and language skills.

### It is not yet good because

- Planning systems are not implemented consistently to ensure that all children's individual care routines and preferences are fully supported and that children are suitability challenged.
- Systems for the performance management and professional development of staff do not effectively target areas of weakness in order to support less experienced or skilled staff.
- Some staff are less confident and skilled at engaging children in play and learning; consequently, the quality of teaching is variable across the nursery.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children involved in activities in the baby, toddler and pre-school rooms, as well as in the outside learning environment.
- The inspector held meetings with the manager and the operational manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and the qualifications of practitioners working with children, as well as the provider's self-evaluation procedures.
- The inspector took account of the views of parents and carers seen on the day and of information included in the nursery's self-evaluation.

## Inspector

Mary Wignall

## Full Report

### Information about the setting

Dunky's Day Nursery (Runcorn) has been open since 1990. It was registered in 2008 following a change in ownership. The nursery is one of two nurseries run by a limited company. It is registered on the Early Years Register and the compulsory and voluntary

parts of the Childcare Register. The nursery operates from a converted building situated in the Weston Point area of Runcorn. Children are cared for on two floors, with a ramp providing access to the ground floor. All children share access to secure, enclosed outdoor play areas.

The nursery opens Mondays to Fridays all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 61 children on roll; of these, 21 are in the early years age range. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

The nursery employs twelve childcare staff. Nine hold appropriate early years qualifications at level 2 and 3. One staff member holds a relevant qualification at level 6 and another has qualified teacher status.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure high quality learning experiences for all children by taking into account the individual needs, interests and stage of development of each child; for example by stimulating young children's interest through noticing what arouses their curiosity
- improve the provision of planned, purposeful play by identifying staff training needs and securing opportunities for continued professional development

#### **To further improve the quality of the early years provision the provider should:**

- monitor the organisation of snack and sleep times to promote the well-being of all children, for example by planning alternative activities for babies who do not need sleep at the same time as others and by providing opportunities for babies and young children to have greater independence.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Those staff who are involved in planning children's activities have a sound understanding of the systems for assessing children's learning. Weekly plans are adapted by staff who know each child best, to meet each child's next stages of learning. However, not all staff

are fully involved in planning. They do not all skilfully and consistently interact with children to help them make the best possible progress they can throughout the nursery day. For example, in the Tots' Room there are certain times of the day when not all children are fully engaged and motivated. Activities are not always organised to keep young children interested and stimulated as they wait for their snacks to arrive and staff do not plan activities for children who do not want to sleep at the same time as others. Consequently, these children become restless because they do not have easy access to toys or activities that will capture their interest while everyday care routines are carried out. However, for most of the day children have easy access to toys and resources that stimulate and excite them. They look at books with interest and showed a healthy curiosity in the inspector's laptop. They show persistence and fascination as they repeatedly press the doorbell on the doll's house, listening to the noise getting faster and faster. Systems for involving parents in all assessments of children's learning are generally effective. Parents meet with their child's key person regularly and have access to their child's file at any time.

Staff interaction with children is generally positive. However, some staff are less confident and skilled at engaging children in play and learning, and the quality of teaching is variable across the nursery. For example, when children in the toddler room tried to gain staff's attention by showing the noises they could make with a toy funnel, staff noticed their interest in making noises and made more musical instruments available, but failed to join in sensitively to share the fun and inspire further learning. In the pre-school room, however, children are appropriately challenged and fully engaged in purposeful play. For example, favourite stories are used to promote their listening and mathematical skills, and children benefit from vibrant storytelling. Staff use good techniques to develop pre-school children's communication and literacy skills, for example as they demonstrate how different sounds are made. They playfully remind children how they have learnt to whistle by holding their fingers and mouths to produce the correct sound.

### **The contribution of the early years provision to the well-being of children**

Children form warm relationships in the nursery. Older children chat as they enter, eagerly telling staff their news. Some young children rush with open arms to greet familiar members of staff. The key person system is well-established, with a buddy key person system in place to offer greater consistency for children. However, on the day of the inspection, contingency arrangements to cover for staff absences meant some staff were not familiar with the nursery's routines or the children being cared for. Staff in the Tots' Room have unrealistic expectations of how long babies and young children can sit and be patient. They sometimes do not accurately interpret young children's actions and body language, and this prevents staff from appreciating the children's views or helping them make choices. Although staff do not always plan alternative times or ways for children to rest after lunch if they do not want to sleep, they support those children who want to sleep well. For example, they lower the lights, talk and cuddle children to reassure and help settle them, and all children, including babies, are closely monitored when sleeping.

Staff in the baby room act appropriately by contacting parents if children become unwell.

Older children are developing good self-care skills. They go confidently to the bathroom, follow good hygiene routines and are sensitively supervised by staff. Staff plan activities to develop a range of skills necessary for children's future transition to school. They tell children the best way to put on coats and waterproof suits, such as hood first or feet first. Consequently, children are keen to spend time trying for themselves before asking staff for help. They play energetically outside, benefiting from the fresh air and demonstrating a sound understanding of safety. They play cooperatively on the see-saw, taking turns to share the fun.

Generally, younger children are developing an understanding of their own needs. Staff show children how to make freshly made soup safe to eat by blowing on it to make it cooler. Children manage their spoons and cups well, although opportunities for moving towards greater independence are less secure. For example, tissues or wipes are not at hand for children to use independently, and at times, some staff lack sensitivity by wiping children's noses without making eye contact or giving explanations that would help to foster a greater understanding of hygiene routines. Staff support young children to behave well. They notice when children want to play with the same toys, such as buckets in the sand pit. They explain the need to share and show how other buckets are available. Children show excitement and motivation as they spend time exploring the properties of sand and watching as staff show how the sand can make the wheel turn as it falls through it.

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

Managers have a clear understanding of their responsibility to monitor the educational programme. They have worked closely with local authority workers and the qualified teacher to develop planning and assessment systems to regularly assess children's progress, with the full involvement of parents. Staff with key responsibilities for children with special educational needs and/or disabilities have built close relationships with some outside agencies to ensure that early intervention can be sought when necessary. This is particularly successful in relation to children needing additional support from speech and language services. Staff regularly ask parents about other carers or providers who also care for children, and this helps the nursery to ensure their service complements what children are learning elsewhere and provides continuity in children's care.

Areas for further development have been appropriately identified and addressed through the use of self-evaluation. For example, safeguarding procedures have been reviewed to meet the revised Early Years Foundation Stage requirements, and the nursery's safeguarding policy has been updated to include the appropriate use of mobile phones and cameras. Additional policies on such things as social networking have also been considered to provide confidentiality for children, parents and staff, and to maintain professional relationships between staff and parents. Recruitment and appraisal systems for ensuring staff suitability are in place and ensure staff working with children are suitable to do so.

Generally, systems for staff supervision and performance monitoring are appropriate. Managers and unit leaders meet regularly and review standards in rooms with the aim of securing consistent practice. Although managers have identified the need to increase the amount and type of monitoring to be done by senior staff and managers, this has not yet been put in place. As a result, inconsistent practice leads to variations in the quality of the experiences of some children. Contingency arrangements for staff absences ensure ratios are monitored, and staff are deployed appropriately to ensure children have some continuity of care.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY375157
<b>Local authority</b>	Halton
<b>Inspection number</b>	887047
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	93
<b>Number of children on roll</b>	61
<b>Name of provider</b>	Dunky's Day Nurseries Ltd
<b>Date of previous inspection</b>	01/12/2008
<b>Telephone number</b>	01928 563 199

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted’s website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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 4234, or email [enquiries@ofsted.gov.uk](mailto: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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

