

Dunky's Day Nursery (Widnes)

24 Greenoaks Way, Morrisons Shopping Mall, WIDNES, Cheshire, WA8 6UD

Inspection date	21/11/2012
Previous inspection date	02/12/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children develop physical and thinking skills by participating in simple and fun scientific activities.
- Practitioners support children to develop independence by praising their efforts to do things for themselves. For example, peeling their own fruit at snack time.
- Parents involvement is encouraged through parent's evenings and contributions to tracking children's development. Parents comment that their children really enjoy nursery and that the setting is very flexible in meeting parent's needs.

It is not yet outstanding because

- Children have less opportunities to experience and explore natural resources, for example, pebbles and pine cones, or planting and digging.
- Resources that help children to understand diversity and difference are few in number.

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.

Inspection activities

- The inspector examined a range of documents including children's learning records, staff files and health and safety procedures.
- The inspector observed children engaged in adult led and child initiated activities.
- The inspector spoke with staff and met with the manager and managing director.
- The inspector spoke with parents and examined information given to parents.

Inspector

Valerie Aspinall

Full Report

Information about the setting

Dunky's Day Nursery (Widnes) has been open since 1997, but re-registered in 2008 following a change in the registered provider. The nursery operates from a unit situated on the first floor of Green Oaks shopping centre in Widnes, Cheshire. The nursery can be accessed by stairs and elevator. Children are cared for within three areas according to their age. There is no outside play area available, but children have use of a large indoor activity centre for physical play and regular outings are undertaken within the local area. The nursery receives funding to provide nursery education. It opens each weekday, from 8am until 6pm, for 52 weeks of the year.

The setting is registered on the Early Years Register. The nursery employs nine staff including the manager. At the time of inspection there were 40 children on role, who are all in the early years age group. The nursery caters for children who are in receipt of nursery education funding. All staff hold appropriate early years qualifications. The nursery has established effective partnerships with the local Children's Centre and local primary schools.

What the setting needs to do to improve further

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

- extend the use of positive images of diversity around the setting to enhance children's understanding of the wider world
- provide a range of natural materials for children to arrange, compare or investigate.

Inspection judgements

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

The nursery environment allows for children to be active learners, there are a wide variety of resources available that children can freely access. The learning environment, alongside the planned activities ensures that children are supported in developing in all seven areas of learning. Children take turns to make 'witches brew' and recall the process by adding ingredients one at a time through a funnel into a bottle. They take great delight in anticipating the foam rising and bubbling over when bicarbonate of soda is added and enjoy using paint brushes to play with the bubbles. This helps children develop physical and thinking skills as well as learning how substances can change and react.

Practitioners undertake regular planned and spontaneous observations of children's development. Observations are detailed and show practitioners have a good understanding of the stages of individual children's development. They plan appropriate activities that help children with the next steps in their learning. Parents share what they know about their children by completing 'All about Me sheets' before children enrol and contributing to an initial tracking of their child's development. Therefore, children make good progress in their learning. The setting uses a range of methods to communicate with parents, for example, parent's evenings, newsletters, questionnaires, notice boards and daily contact sheets. Parents comment that their children really enjoy nursery and that the setting is very flexible in meeting parent's needs.

Communication and language are successfully promoted as children sound out the first

letters of their name and wait to see if an adult can guess what it is, they enjoy the joke when adults playfully get their name wrong, shouting out the correct name. Practitioners complete mind maps with children, this means that children can express an opinion and make choices about activities provided. Physical development is fostered when children climb, slide and roll in the large tunnels and ball pools in the indoor play area.

Children have less opportunities to experience natural resources, such as wood, pebbles or pine cones, or to plant and dig in soil as these resources are not readily available. Role play areas and book corners have some resources that help children to begin to respect cultures that may be different from their own. However, there are few positive images provided that help children appreciate that they are part of a wider community.

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

Children have warm and responsive relationships with their key people who know them well and as a result they form close bonds with adults. Children behave well, as staff praise good behaviour and the efforts children make to become independent, for example, when children try to blow their own nose, or peel their fruit at lunch time. Small cosy areas help children to feel enclosed and secure. Practitioners have first aid and food safety certificates as well as safeguarding training. Safety checks are completed daily and medicine and accident recording is efficient. This ensures that children are kept safe.

Children are able to share experiences they have at home when they take turns to take home Snappy, a cuddly crocodile. Snappy has a diary that children and parents contribute to, with photographs and information about what children have been doing while away from the setting. This helps practitioners get to know children's family life and allows children to celebrate their unique family experiences, which effectively supports children's care and learning needs. Children are well-supported during transitions as they have several settling in sessions prior to starting the setting. Practitioners invite teachers from local schools to come in to the setting to meet children who are moving on to their school.

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

The leadership of the setting is good. The manager has effective systems in place to monitor children's learning and development. Consistent practice sheets are completed with practitioners every month to check that policies and procedures are being followed and record keeping is up-to-date. Staff meet regularly to discuss nursery life and to share ideas, the manager shares information with her team through a Monday memo sheet. These systems ensure that communication is good and practice is regularly reviewed enabling practitioners to more effectively support children's learning.

Staff complete robust induction procedures and all expected employment checks are completed. Practitioners have the opportunity to access a variety of training courses, both external and in-house and also to exchange information with the nurseries sister setting.

Safeguarding training is completed by all practitioners annually. This means staff are suitable and able to keep children safe. The nursery has taken part in a specific early years language development audit with the charity ICAN has also been completed the Halton Healthy Early Years award. The commitment to ongoing development enables practitioners to more effectively support children in the prime areas of learning.

The setting places a strong emphasis on self-evaluation and the views of parents and practitioners are included. The manager has completed specific training in evaluation techniques which has enabled her to reflect on the settings strengths and areas for development. The setting has a good relationship with local authority advisors, who offers support and guidance in completing and reviewing action plans. This commitment to evaluation ensures that the setting strives to continually improve outcomes for children. Effective partnerships with external settings, such as the Children's Centre and local schools, enhances the support for children's welfare and learning.

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

Unique reference number	EY378027
Local authority	Halton
Inspection number	890927
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 4
Total number of places	45
Number of children on roll	40
Name of provider	Dunky's Day Nurseries Ltd
Date of previous inspection	02/12/2008
Telephone number	0151 4220 202

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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.

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