

Dizzy Ducks Day Nursery Ltd

Harlow Leisurezone, Second Avenue, Harlow, Essex, CM20 3DT

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| Inspection date | 16/05/2013 |
| Previous inspection date | 08/11/2010 |

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| The quality and standards of the early years provision | This inspection: | 3 |
| | Previous inspection: | 2 |
| 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 are confident to make decisions about their play as they are able to make choices from the range of resources available to them.
- Meal times are sociable occasions when children chat about their interests and learn about good table manners.
- Parents are provided with useful information about children's daily progress and what they have enjoyed at the nursery.

It is not yet good because

- Planning is not fully developed to consistently reflect the individual needs of all children attending the nursery.
- Opportunities outdoors for children to develop in all areas of learning are not fully explored.
- Self-evaluation has yet to be used to fully monitor all areas of the provision to accurately identify potential for improvement.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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's play and staff interaction, indoors and outside.
- The inspector and manager undertook a joint observation of a teaching activity.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Clair Stockings

Full Report

Information about the setting

Dizzy Ducks Nursery was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the ground floor of a community leisure centre in Harlow, Essex. There is an enclosed area available for outdoor play. The nursery serves the local area and is accessible to all children. The nursery employs 11 members of childcare staff. Of these, six hold appropriate early years qualifications.

The nursery opens Monday to Friday all year round. Sessions are from 7am until 7pm. Children attend for a variety of sessions. There are currently 177 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who are learning English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- develop the planning to make sure that it accurately reflects the assessment of individual children's skills, interests and progress.

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

- develop the nursery environment further by extending resources outdoors for children to explore, build and role play.
- develop further the process of self-evaluation to fully monitor all areas of the provision and ensure planned actions to overcome weaknesses are concerted and effective.

Inspection judgements

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

Children are eager to attend the nursery and motivated to learn. They have access to a variety of age-appropriate toys and resources to encourage them to make sound progress in their learning and development. They explore and play, displaying emerging levels of

independence and self-confidence, choosing from the range of resources offered. Staff have a developing understanding of the learning and development requirements. They observe the individual children's progress and record their development in their profile folders. However, they currently do not always use these effectively to plan and provide relevant experiences to consistently meet the individual learning and development needs of all children.

The key person system supports effective links with parents and carers. Staff obtain information about the children's interests when they start and provide resources to aid the settling-in and initial assessment process. Staff communicate with parents on a daily basis through discussion and effective use of a home-link book that supports a two-way flow of information. This approach successfully engages parents in their children's education.

The indoor environment is organised to allow children to freely access a developmentally appropriate range of toys and resources covering all areas of learning. Staff place a range of interesting toys around babies to encourage them to explore the space around them. They are curious about the toys that have buttons and make a noise. They smile as the toys light up and produce sounds as they touch buttons. This helps them develop an understanding of how things work. Older children gain an understanding of technology as, supported by staff, they use an interactive whiteboard to explore literacy and mathematical programs.

Staff promote the communication and language skills of all children, including those learning English as an additional language or who have special educational needs and/or disabilities. For example, the children eagerly join staff in singing familiar action songs and rhymes. Staff join in with children's play, talking to them clearly and taking opportunities to extend their vocabularies. For example, children describe the texture of bran flakes as 'crunchy and crispy' as they feel them between their fingers. Staff support children's development in early literacy as children are eager to share books with them. They enjoy snuggling up together to share a favourite book, establishing children's interest in reading for pleasure and purpose. Accessible writing materials are available for all children to practise their early writing skills.

Children play outside on a daily basis and the outdoor area promotes children's developing physical skills and confidence. Children choose from a range of physical play equipment, including wheeled toys, hoops and balls. However, there is scope to extend the range of resources outdoors to further support children's development in all areas of learning, especially in the areas of constructing, role play and exploring. There is a suitable mix of adult-led and child-initiated play experiences, which encourages children to be active learners as they move freely between activities of their choice. Consequently, they develop skills to support the next stage in their learning and their move to school.

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

Staff support children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Children benefit from regular fresh air and exercise during outdoor play. Nutritious snacks and meals, which include fruit and

vegetables, are provided and children's individual dietary requirements are met. Older children are learning about the need for good hygiene practices as they routinely wash hands before touching food and after visiting the toilet. As a result, these children achieve some independence in hygiene and managing their personal care.

The nursery has established a positive key person system, which supports children to feel secure and have a sense of belonging. New starters settle quickly into the nursery as staff take account of information about individual children's care needs obtained from parents. Children play cooperatively with their friends, taking turns and sharing resources. Staff take a consistent approach in their expectations for children's behaviour, so children quickly learn what is acceptable. Regular praise and encouragement offered by staff promotes children's self-esteem. Children willingly take on responsibility, for example, tidying away toys and resources at the end of the session.

Staff provide a suitably safe environment as they complete daily risk assessments to ensure both the indoor and outdoor play environments are free of hazards. Staff thread safety through daily routines to raise children's understanding, such as learning to take care with simple tools and follow rules when going outside. Children learn about safety through regular fire evacuation practice. Complying with these expectations means children enjoy their nursery experiences and have some emerging skills to underpin their eventual move to school. Children's transitions to school are managed appropriately. There are plans to further develop links with local schools by visiting them and inviting school staff into the setting.

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

Children's welfare is promoted because safeguarding regulations and duties are appropriately met. Staff have a suitable knowledge and understanding of safeguarding policies and procedures and are aware of their responsibilities in this respect. They know how to report and record concerns and have attended relevant training. Vetting and recruitment procedures check that all adults working with children are suitable to do so. The nursery adheres to regulatory ratios to meet the needs of all children and ensure their safety. Children are protected in the event of an accident because a number of staff have a current paediatric first aid certificate. Children play in a secure, safe environment where staff complete daily safety checks and regularly review risk assessments to promote their welfare. The premises meet regulatory welfare requirements. Facilities for the hygienic preparation of food for children are clean and suitable. The provider has a written procedure for dealing with concerns and complaints from parents and keeps a written record of any complaint and their outcome. The provider understands what she needs to inform the regulator, Ofsted, about.

The manager and her team demonstrate an appropriate knowledge of the Early Years Foundation Stage. They understand their responsibility to promote the learning and development of all children. The manager monitors staff performance informally through observations and working alongside the staff. Staff are supported to attend some relevant courses and gain additional qualifications. Suitable induction procedures are in place to

support new staff and students and to help them understand their roles and responsibilities. The manager uses regular staff meetings to discuss and share any ideas and practice issues to further promote effective outcomes for children.

The management team demonstrate a commitment to the continual development of the whole provision and are beginning to identify priorities for improvement. However, the system of self-evaluation is not fully developed to help ensure that children benefit from continued and improved practice in all areas. For example, although the nursery has started to identify some realistic future targets for further development, they have not yet been fully implemented to enhance the provision for children.

Effective procedures have been established to work with parents and, as a result, parents speak positively of the care and learning their children receive. They are kept up to date about their child's learning through daily verbal feedback and informative display boards. Effective relationships with other professionals and external agencies are established so that children's needs are supported and help them to make progress. Links with other providers are in place and continue to be developed, to further aid children's progress and development through a consistent approach.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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 action. 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

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| Unique reference number | EY399612 |
| Local authority | Essex |
| Inspection number | 914845 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 40 |
| Number of children on roll | 177 |
| Name of provider | Dizzy Ducks Day Nursery Ltd |
| Date of previous inspection | 08/11/2010 |
| Telephone number | 01279454495 |

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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, which are usually the childminder's 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.

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