

Dizzy Ducks Day Nursery

Homefield Business Park, Homefield Road, HAVERHILL, Suffolk, CB9 8QP

Inspection date

Previous inspection date

26/03/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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 have access to a well-resourced, safe, colourful and stimulating environment with some outstanding features such as the indoor sand room, and chickens and rabbits to care for, helping them to enjoy their activities and make satisfactory progress overall.
- Children's interests are considered and included in plans and activities this boosts their self-esteem and sense of belonging, helping children to enjoy their learning.
- Transitions at all stages are very well managed so children are supported to move forward in their development and face the next stage of learning confidently.
- Staff feel supported in their professional development and enjoy a comprehensive training programme which stimulates them to reflect on and improve their practice.

It is not yet good because

- Not all children in the early years age range have a key person assigned, such as children who attend the out of school provision, therefore their care and learning needs may be less well understood and met.
- Some younger children miss out on fresh air and opportunities for outdoor learning as they are not always provided with daily outdoor planned activities.
- Monitoring of the quality of assessments is not rigorous enough to ensure consistency throughout the nursery, so some children do not have sharply focused and challenging activities provided to match their stage of development.

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 held discussions with the manager and other staff during the inspection.
- The inspector observed activities in the care rooms, outside area, the after school club and carried out a joint observation with a senior staff member.
- The inspector viewed a sample of documentation including children's developmental records, parents' comments and records of staff checks and qualifications.
- The inspector spoke to parents to gather their views during the inspection.

Inspector

Sarah Williams

Full Report

Information about the setting

Dizzy Ducks Day Nursery was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in Haverhill, Suffolk and is one of several nurseries managed by a private company. The nursery serves the local area and is accessible to all children. There are several fully enclosed areas available for outdoor play. There are currently 104 children on roll, of whom 73 are within the early years age range.

The nursery employs 18 members of child care staff. Of these, 14 hold appropriate early years qualifications at level 2 and 3. The nursery opens Monday to Friday all year round. Sessions are from 7am until 7pm. Children attend for a variety of sessions including before and after school care, and holiday care. The nursery provides funded early education for two-, 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.

What the setting needs to do to improve further

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

- assign a key person to all early years children, including those attending the out of school club, to ensure care is effectively tailored to their individual needs and to build relationships with their parents and carers
- ensure that all children have access to planned outdoor activities on a daily basis, to support their well-being and promote all-round development.

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

- improve consistency of assessments across the nursery so that the learning experiences are planned to match every child's needs and provide sufficient challenge and interest to aid them in making progress towards the early learning goals.

Inspection judgements

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

Children make satisfactory progress in their development overall and are supported in working towards the early learning goals across all areas of learning. They are learning a range of skills which support their independence and prepare them for school. The nursery contributes to their progress because the staff plan an environment that is child-orientated to allow most children access to the wealth of equipment and play materials on offer. However, very young children are not always offered planned outdoor activities on a daily basis as staff say they do not have suitable protective clothing to use in wet or cold weather. This limits children's opportunities for learning in different environments and with the full range of resources.

The organisation of the playrooms provides many activities for children to enjoy and most resources are accessible to children in clear labelled containers, helping them to recognise that print has meaning. Resources include floor play and table top activities, equipment for practising writing and being creative, expressive and sensory experiences, such as pasta play for babies, painting and collage, sometimes linked to seasonal themes. Older children use the space well, moving freely and confidently between activities, indoors and outside. Staff are on hand in a supportive role but do not intrude or overly direct the play allowing children to make some choices about what they do. Babies in particular demonstrate their growing confidence and feelings of security as they actively explore in their room, using the low level furniture to pull themselves up, or by crawling or rolling across the floor to reach a toy. Babies accept and respond to the adults caring for them and interact with their peers, with cheerful smiles and happy faces, and they are not fazed when a new person enters the room. Their communication is supported as staff repeat their baby babble helping them learn new words and ways to express themselves. Babies squeal with delight as a familiar toy duck disappears and pops up in a different place. The children who need a quiet time can sit comfortably and contentedly and watch what is happening in the room, joining in when they feel ready.

Good examples of teaching are evident. Children and staff interacting as they explore the newly installed white screen in the pre-school room and insightful interactions as children play in the sand allow one child to become engrossed while making a chocolate cake in his 'mixer', show an understanding of how children learn. Children respond to the requests to help, for example, after lunch time. They show an understanding of routine and growing independence as they place cups and plates in a bowl for washing. Children are able to self-select and sustain their attention, for example, with matching games or construction sets. This helps all children to enthusiastically participate and play an active part in their learning. The exciting play opportunities include a large indoor sand room, equipped with a variety of tools and containers and the colourful 'soft' climbing apparatus. A sensory room with further soft play provides a contrasting, stimulating environment for children. A two tier role play area provides scope for complex imaginative play and gives children a unique vantage point as they look down on their friends below. Music is played softly in the rooms providing a calming ambiance. Children are listened to and treated with respect, without being asked, a child carries the shoe box across the room so her friends can stow their shoes and socks while they use the sand room, she is praised and thanked for her kindness by staff, promoting her self-esteem.

Outside, pre-school children confidently negotiate the space on a variety of wheeled toys, and use the climbing frames inventing games and playing out fantasy scenarios in role

play situations. There are areas for planting and growing and the whole garden area is imaginatively landscaped with a variety of surfaces and levels to stimulate children's exploratory instincts. Additionally, the nursery has rabbits and chickens which the children help care for, collecting eggs, gives them an insight into caring for living things and satisfies their curiosity about where their food, such as eggs come from. Signage and labels are used to good effect, indoors and outside, so children can develop their literacy by experiencing print in all contexts.

Activities are planned by the staff to take account of children's ideas and interests and any contributions made by parents on the 'out and about' sheets provided are incorporated into these plans. Staff carry out a series of what they refer to as 'unplanned' observations before analysing these to compile a six weekly progress report for each child, which includes next steps in learning. While this works well in some cases, there is some inconsistency in the quality of assessments, resulting in some children's activities lacking challenge. Parents are invited to discuss the children's progress at planned parent evenings where they have time with the key person and can see their child's development profile. The requirement for a progress check at age two is understood and the nursery has systems in place to implement this as children become of age. Parents are kept informed so that they can access any additional help that their child may require outside the nursery.

Other positive experiences which help children understand the world around them include visits from the police and other 'people who help us' and through participating in charity fundraising days. Major festivals and cultural events are explored throughout the calendar year with art and craft work. Toddlers stick cotton wool onto a card to represent rabbit fur for an Easter card to take home, helping them make connections with what is going on around them.

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

A major strength of this nursery is the regard given to helping children settle well and form meaningful attachments. For example, there are children attending with a variety of home languages other than English and practices, such as signing, help children integrate their developing knowledge of English as they communicate in their primary language. Staff work with parents to ensure that children's well-being is supported. For example, children who may have additional needs or those who are experiencing challenging family circumstances, such as a new baby arriving are given consideration and supported to ensure they handle their feelings and do not miss out on any learning and fun opportunities. Children generally behave well and staff follow consistent and fair procedures, in relation to children's age and stage of development. Praise and encouragement are used, along with explanations and discussion to help children understand what is expected of them. Children with specific needs are supported with individually designed programmes, in partnership with parents and outside professionals. The partnership with parents is valued and seen as key to ensuring children have a successful time at the nursery, supporting them to make satisfactory progress in their learning and development. Newsletters provide additional information about company matters and notice boards display useful leaflets regarding local amenities and services to

support children.

Most staff take on the role of key person and promote the development of their key children well by developing strong emotional attachments, enabling the children in turn to be confident and independent. However, once early years children leave for school and only attend the out of school provision they do not have a key person assigned, meaning that their learning and development needs cannot be fully understood and supported. This is a breach of the Early Years Foundation Stage safeguarding and welfare requirements.

The environment is imaginatively structured to provide children with a range of stimulating play materials and activities to encourage them to think creatively and develop their problem solving skills in meaningful ways. For example, the outside area for the older children is enticing and they eagerly don boots and coats to enjoy some exuberant play. Although, as previously stated babies, do not have the same regular access to outdoors to extend their learning and promote their development. Staff effectively support children's growing understanding of how to keep themselves healthy by reminding them to wash their hands or use a tissue when they need to. Older children enjoy daily fresh air through free access to the garden and positive messages are given about healthy eating as children enjoy the hearty home cooked food or their packed lunches from home. Children are involved and engaged in self-chosen activities, for example toddlers explore the model farm animals and buildings, or musical instruments and, as a result, they persevere and concentrate while developing their skills and understanding. This prepares them for future learning by giving them the confidence in their ability as learners and achievers. When the time comes for transferring to the next room staff support children by talking to them about their visits and reassuring them if any anxiety is shown.

Transport is provided for children attending before and after school. There are well thought out procedures which ensure children are safely delivered either to their school or the nursery. They wear seat belts in the nursery's bus and escort staff liaise closely with all the schools visited. This ensures that information is exchanged to support the children and provide care in accordance with parental wishes.

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

Children are cared for by a motivated and qualified staff team, with a designated team of senior staff who provide leadership and management. The senior team have worked closely with the parent company to restructure the nursery after the recent acquisition and to ensure continuity for children and families. Management duties are shared on a day to day basis and the appointment of an early years officer within the nursery is beginning to address supervision and consistency of teaching across the nursery.

Most aspects of the Statutory framework for the Early Years Foundation Stage are understood well and incorporated into the operation of the sessions. Staff are encouraged to review and reflect on their practice and training is highly valued. They are able to pursue their professional development by attending a range of courses both in-house and as provided by the local authority. As a result, new ideas and activities are introduced

throughout the nursery.

Parents are able to express their views and any concerns raised are given prompt attention, for example, discussing menus to ensure all children are offered food that they like and is suitable for their age and stage of development. The out of school children are asked about their wishes and are encouraged to suggest resources. Children helped in the setting up of their own room and as a result have a sense of ownership and pride in their club.

The nursery staff have a commitment to ensuring children are safeguarded at all times. The manager is designated as the lead practitioner with responsibility for protecting children and has attended relevant training. All staff complete training and follow the nursery's policy to ensure they are knowledgeable with regard to child protection matters. Any concerns are monitored, followed up and referred if necessary to the appropriate authority. Policies and procedures in place ensure staff suitability, including full criminal records checks and other suitability checks for all staff. There is a thorough induction programme and probationary period for any new staff joining. Routine daily risk assessments are carried out to ensure the environment and equipment are maintained to high standards to promote children's safety. Maintenance and repairs are promptly addressed and children are restricted from any areas with identified hazards. Cleaning is undertaken by an outside company, keeping the nursery clean and hygienic with regular deep cleans as well as daily general cleaning.

The partnership with parents is effective in terms of keeping them informed. Key persons have a daily informal chat at pick up time and a daily diary for babies' details routine care, such as feeding and sleeping patterns. There is a full set of policies and procedures which underpins daily practice and supports children's welfare, known to staff and available to parents to browse if they wish. The open door policy welcomes parents and carers at any time and parents say they feel their views are valued and they are listened to as they find staff approachable and friendly. Equally, staff say they are confident to approach senior staff with any queries or concerns and are confident they will be listened to. The nursery staff understand the need for confidentiality and why it is important to share some information to ensure continuity of care and learning for children, for example for those attending other early years settings.

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

Unique reference number	EY457346
Local authority	Suffolk
Inspection number	909968
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	100
Number of children on roll	104
Name of provider	Dizzy Ducks Day Nursery Ltd
Date of previous inspection	not applicable
Telephone number	01440702151

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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.

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