

Ducklings Day Nursery

Harmire Enterprise Park, BARNARD CASTLE, County Durham, DL12 8XT

Inspection date

25/09/2013

Previous inspection date

06/12/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- Staff are warm and caring and genuinely enjoy looking after children. As a result, children are settled, happy and confident.
- Children are motivated, keen to learn and quick to engage in play. Staff know them very well and confidently identify where they are in their development and plan for the next steps in their learning. This means that children make good and often very good progress.
- Children with additional needs are very well supported to make as much progress as possible in their learning. Staff work closely with parents and other professionals to ensure children get the help and support they need.
- All staff have a good understanding of their responsibilities with regards to child protection. The setting is safe and effective steps are taken to reduce potential dangers. Children are well safeguarded.

It is not yet outstanding because

- There is scope to provide opportunities for children to move freely between the indoor and outdoor environment to enable them to choose where they wish to play.
- The changing mat in the pre-school room is damaged and presents the potential to spread infection which does not protect children's good health.

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 care in the nursery rooms and the outdoor area.
- The inspector held meetings with the manager and the nursery owners and spoke to staff and children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation and other documentation.
- The inspector took account of the views of parents expressed through conversations during the inspection.
- The inspector carried out a joint inspection with the manager.

Inspector

Lindsey Pollock

Full Report

Information about the setting

Ducklings Day Nursery has been registered since June 2011 on the on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of four nurseries and one out-of-school provision run by a private partnership. The nursery is situated in Barnard Castle and serves the local and surrounding areas. There are five childcare rooms and a large outdoor play area.

The nursery employs seven members of childcare staff including the manager. All hold appropriate early years qualifications at level 3 and above. The nursery also employs a cook.

The nursery opens Monday to Friday from 7.30am until 6pm for 51 weeks of the year. There are currently 37 children on roll. The nursery provides funded early education for two-, three- and four-year-old children and supports children with special educational needs. The setting works with the local authority.

What the setting needs to do to improve further

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

- extend the opportunities for children to make choices about where they wish to play, for example, by enabling them to move freely between the indoor and outdoor environment
- improve the facilities for changing children in the pre-school room to fully protect their health.

Inspection judgements

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

Staff have a secure knowledge of how to promote children's learning and development. The good quality teaching throughout the nursery ensures children are making good and often very good progress in their learning and development in relation to their starting points. Effective systems are in place for observation, assessment and planning. These systems are closely monitored by the manager who is skilled practitioner herself, to ensure the next steps for children's learning are being correctly identified. There is a good focus on the prime areas of learning which ensures children are well prepared for entry into

school and their future learning. The nursery rooms provide a rich learning environment for children with high quality resources including lots of natural materials. The outdoor area is also very well resourced and is an exciting, inviting play space for children. However, although most rooms have direct access to the garden, staff do not always take advantage of this to give children the option to choose where they wish to play.

Staff analyse their observations to note what every child has achieved and where they need further support. They know when to step back and let children lead their own play but are on hand to support if needed. They foster children's communication and language skills successfully. They sit with children during activities encouraging conversation, giving them ample time to talk and respond to questions. This enables children to think and use their own ideas, for example what they want to make with the scented dough they have made. Because activities are based on their interests, children show very good levels of concentration and engage happily and meaningfully for considerable periods of time. Staff recognise that children like to be actively engaged and a 'bear hunt' in the garden captures children's interest and imagination as they move in different ways looking for the bear. They giggle and laugh in excitement and have lots of fun. A wide range of books are provided in cosy comfortable areas where children, including babies can often be found 'reading' by themselves or cuddled into staff as they share the books together. They delight in role play, filling their cars with 'petrol' outdoors and kindly making cakes for the inspector. The staff recognise children's interest in this and extend their play by providing additional resources so children can fill up with 'fuel' and decorate their cakes. As a result, children remain engaged and interested.

Staff recognise that children's learning and development is best promoted when both they and parents work together. They work hard to ensure there is a two-way flow of information and this has a positive impact on children's learning. They continually look for new ways to encourage and enable parents to share information about what their child is doing at home. Initiatives, such as, taking home 'Daisy the duck' and 'Bruce the bear' for the weekend, work particularly well in the toddler and pre-school rooms, to build links between the home and the setting. Children thoroughly enjoy looking at their busy photograph journals and proudly talk about the time they cared for Daisy and Bruce at home.

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

Children are happy and settled-in this warm and friendly nursery. Children form secure attachments because there are good settling-in procedures and a strong key person system. This also promotes their well-being and independence. Staff nurture children and treat them with kindness and affection. They are very proud of the children and of their achievements. They get to know them well and work closely with parents to ensure that they meet children's individual needs. Children show they feel safe as they separate from their parents easily and are very confident in the nursery. Where it is recognised that children need some extra help this is provided and they are very well supported. As a result, these children are flourishing and are making good progress in their development

based on their starting points.

Staff manage children's behaviour effectively teaching them from a very young age how to share, take turns and respect each other. If children do display negative behaviour staff firstly look at their own practice and the nursery routines. If they feel these may be a factor, they adapt these. For example, they may change routines or adapt activity planning. This means issues are addressed and resolved. Older children demonstrate very good behaviour. They know the rules, such as, being kind to each other and are quick to remind each other of these if they feel a misdemeanour has occurred. Friendship groups are formed particularly in the pre-school room, however all children in this room play well together and no one is excluded. Throughout the nursery there is a calm, friendly atmosphere and children have obviously made attachments and bonds with their peers. Children's independence skills are impressive. Even some of the children in the babyroom attempt to put on their own coats and boots to go outside. As they get older children become even more independent as they manage their personal care and serve their own food at lunchtime. Staff recognise that the changing routine for games lessons can be daunting when they first start school. So they support children by practising this with them. Consequently, children are well prepared and have the confidence to make the transition to next stage of their learning. Staff reinforce children's understanding of how to keep themselves safe, for example reminding them to use tools correctly and involving them in emergency evacuation practises.

Overall, children's health is promoted well. They are making good progress in their physical development. Staff encourage babies to pull themselves up and give them lots of space to practise their early walking skills. The outdoor area is very well resourced and is an exciting, inviting learning environment for children. All children love being out in the garden and quickly learn how to ride and manoeuvre equipment, such as trikes skilfully and they exuberantly run, jump, climb and slide. Staff ensure that children are taken out to play in the fresh air on a daily basis so they can use the outdoor equipment. Although most rooms have direct access to the garden, staff do not always take advantage of this. As a result, children do not have the option to choose where they wish to play. High standards of hygiene are maintained throughout the nursery and staff follow good procedures to prevent the spread of infection. However, the good routines for nappy changing are not fully implemented in the pre-school room, where children are changed on a ripped and torn mat. The damaged mat has the potential to harbour germs and spread infection so does not fully protect their health. The cook provides healthy meals and snacks that help to keep children well-nourished and which children clearly enjoy eating.

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

The management team work well together to ensure the requirements of the Statutory framework for Early Years Foundation Stage are successfully met. The owners of the nursery who are qualified and experienced practitioners, are fully involved in the daily

running of the setting and provide good support for the manager. Children are well safeguarded. Robust procedures are in place for the safe recruitment and retention of suitable staff. All members of staff have a good knowledge of the Local Safeguarding Children Board procedures and of their responsibility to ensure children are protected. The manager monitors staff attendance to ensure the correct ratios are adhered to and to ensure staff are deployed appropriately. Security is very good and children are appropriately supervised to prevent them from coming to harm. The nursery has a closed circuit television system in place. Visitors show identification, sign in a book and are escorted whilst on the premises. In addition, detailed risk assessments are undertaken and staff are vigilant throughout the day to ensure children are kept safe.

The management team monitor the performance of each member of staff through regular supervision and appraisal meetings to ensure that they fully understand their roles and responsibilities. Staff are encouraged to develop their knowledge through training courses and through reflecting on their practice. They liaise with their partner nurseries to share good practice and have frequent staff meetings and in-house training sessions. Recommendations made at the last inspection have been successfully met. Consequently, the capacity to improve is good.

Relationships with parents are very positive. Parents speak very highly of the nursery and the staff and say their children are extremely happy at the setting and are keen to attend. They say that they are more than happy with the amount of information shared with them about their child's achievements and well-being. Staff value parents' views and are keen to work together to ensure they are happy with the service provided. If parents do have any concerns, these are taken seriously and every effort is made to resolve these and reassure parents that their children are being well cared for. Policies and procedures are shared with parents, ensuring that they are aware of the standards to which the setting operates and providing details of how to make a complaint if they need to. Partnerships with other agencies are strong and ensure children get the help and support they need to make continued good progress. The staff team are also aware of the importance of working with other Early Years providers to support children's learning and have developed good relationships with the local schools.

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	EY430844
Local authority	Durham
Inspection number	933810
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	70
Number of children on roll	37
Name of provider	Carol Elizabeth Butler and Neil Thomas Butler Partnership
Date of previous inspection	06/12/2011
Telephone number	07983418649

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: 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.

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.

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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

