

# Ducklings Private Nursery

Moor Hall Junior & Infant School, Rowallan Road, SUTTON COLDFIELD, West Midlands, B75 6RE

<b>Inspection date</b>	04/10/2013
Previous inspection date	26/03/2010

<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		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 explore a range of practice issues at staff meetings. This ensures their knowledge is secure and there is a consistent approach to fully supporting children's learning and development.
- Staff stimulate children's interests through shared attention. They observe, listen and support children in what they want to do and how they will achieve it, therefore, developing children's critical thinking.
- Staff ensure that the outdoor area is used and planned for particularly well, so that children have a wealth of learning opportunities and experiences that ignite their curiosity and imaginations.
- Staff promote children's speaking and listening skills well. Various games, focused activities and group times are skilfully managed by staff, so that children become confident and effective communicators.

### It is not yet outstanding because

- Resources are not always clearly labelled or organised as well as they could be, so that children can maximise the learning potential these provide.
- There are few signs, labels and posters in English or other languages spoken in the nursery, to consistently raise children's awareness that print conveys different meaning.

## 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.

## Inspection activities

- The inspector spoke with the nursery manager, staff and children.
- The inspector observed activities inside and in the outdoor play area.
- The inspector carried out a joint observation with the manager.
- The inspector observed children having lunch and snacks.
- The inspector looked at policies and procedures, accident book, risk assessments, staff and children's details, children's development records and the complaints log.

## Inspector

Sally Smith

## Full Report

### Information about the setting

Ducklings Private Nursery was registered in 2009 on the Early Years Register. It operates from a purpose-built, single-storey building in the grounds of Moor Hall Primary school. The nursery is accessible to all children. There is an area available for outdoor play.

The nursery opens Monday to Friday, term time only. Sessions are from 8am to 4.30pm. Children attend for a variety of sessions. There are currently 44 children on roll. The nursery supports children, who speak English as an additional language.

The nursery employs six members of childcare staff, five of whom hold early years qualifications at level 3. The manager has a degree in community studies and is currently studying for a master's degree in child psychotherapy with a focus on infant observation.

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

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

- ensure that all resources are labelled and consistently well organised, so that children can use these to extend their ideas and imaginations to meet their individual needs
  
- increase the range of signs, labels and posters within the nursery, so that the environment is rich in print and conveys all languages spoken within the nursery.

## Inspection judgements

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

Children quickly develop confidence and make good progress in all areas of their learning. Staff pay a high level of attention to checking on the rate of children's individual progress in all that they do. They use observations effectively to assess the learning achieved and plan further activities to challenge and move children on to the next stage in their learning and fulfil their potential. Weekly planning of activities is displayed, so that parents and carers have an overview of what children are doing. Parents are encouraged to share their observations of children at home, so that staff can take account of children's interests while also ensuring that their achievements are valued and recognised during group discussions. This helps children to feel special and raise their self-esteem. The quality of teaching is good and effective use of open-ended questioning means that children can respond in different ways and deepen their involvement in activities. Staff get down on the

floor, so that they are at children's level and as a result, are able to further join in children's play, exploration and investigation. Staff plan well together to provide exciting, practical activities for children. As a result, children are motivated and interested in their learning and well prepared for their transition to school.

Despite the garden being small, careful consideration is given to its planning to ensure that children have a wealth of learning opportunities. Staff value the benefits of outdoor play and it is integral to children's physical development and well-being. This means that they play outside as much as possible, have lots of fresh air and therefore, have regular contact with the changing weather, seasons and the world around them. Staff respond to children's interests and provide first-hand experiences, so that children can explore, experiment, observe, discuss and develop their critical thinking. For example, children enjoy digging in the mud and delight in finding a worm. One child confidently places the worm in their hand as other children gather around, showing great interest and fascination as they observe the worm at close-hand. Staff encourage the child to describe how it feels, developing their communication and language skills and their senses as the child informs everyone that the worm is 'cold, wiggly and wet'. Children decide that the worm needs a home and they consider what they can use. A plastic box with a lid is their chosen item and the worm, along with some soil is placed inside. Children close the lid but they are told by staff that the worm will not be able to breathe and an explanation why. One child is concerned that if the lid remains open, the worm will escape. 'So what can we do then?' is the response from staff. She gently prompts and uses careful questioning to encourage children to think through ideas and various solutions to their problems. After much deliberation, they decide a piece of paper can cover the box and that the worm requires some apple, so that it has food. A child goes to fetch both of these items and even in their eagerness, remembers to stop and wipe their muddy feet on the mat, before going inside. This shows children's understanding of routines and expected behaviour. The paper is folded, so that it fits, developing children's understanding of shape and measure before they use tape to fix it in place. Finally, scissors are used to make air holes in the paper, so that the worm has ventilation. This one activity covers all areas of learning but most specifically, helps children to learn about and show care towards living things and an understanding of their world. This active learning means that children gain a real sense of satisfaction and achievement from their exploration and investigation.

Staff are particularly good at discerning between boys and girls play. They note that boys particularly enjoy being active and physical and are less inclined to be engaged when sitting on the mat in group activities. Therefore, to promote numeracy and their recognition of numbers and counting skills, the white board is used most effectively to make this activity more appealing. Rap music is played and immediately this excites children's interest with one boy saying, 'I love this'. The children jig along and dance to the music, following the actions as they punch the air and put both arms in front of them to stop, when the music dictates. This helps to promote their physical development, as well as their mathematical knowledge as they count quite confidently to 10 and beyond. They also count back from 10 as they prepare their 'rockets' for blast-off. They are so keen to join in, they ask for the songs to be replayed over again. They draw the numbers in the air and also write them on the board, further reinforcing their recognition of numbers.

Children's speaking and listening skills are promoted well. They enjoy playing games whereby they remember, which item has been removed from a group of objects, helping to develop their memory and observational skills. They concentrate hard as they try to identify different sounds and match these to the cards in front of them. They are quite astute and recognise the sound of a toilet flushing. They are asked, 'Why do you think it is making that noise' and a child responds, 'Because someone has had a wee and maked it go away', helping to make connections in their learning. Children enjoy stories and playing in the role play areas as they develop their imaginations. The hairdressers is a hive of activity as children 'wash', 'shampoo' and 'style' hair. However, there is a lack of signage to give meaning and purpose, such as the fact that it is a hairdressers in the first instance. In addition, there is no price-list or open and closed signs to provide more relevance to their play. In general, there are few signs, labels, names or posters around the room, which means that children do not consistently learn how print is conveyed in different ways and has different meanings, both in English and other languages.

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

Staff place great value in the importance of settling children comfortably into the nursery routine and therefore, this process is not rushed. An initial introductory session where the child and their parents attend, dictates the pace at which the child wants to go. They are given time to develop their confidence and find their way around, gradually exploring their new environment. Staff have discussions with parents to find out as much as possible about the child, such as their interests and routines at home. They explain that, although, everything is new and some things are different, children soon adapt to the change, helping parents to feel reassured. A strong key person system means that staff are skilled at establishing warm and secure relationships with children. This helps them to feel confident and safe and provides an environment where good learning is established. This results in the transition from home to nursery running as smoothly as possible, so that children feel safe, happy and secure.

Although, the nursery consists of one large room, space is organised well. Children have room to spread out with their toys, areas where they can sit and play and freedom to access the outdoor area when they choose. As a result, the environment provides a variety of different play and learning opportunities for children. They quickly develop independence because staff encourage them to adopt a 'can do' approach in all that they do. Resources are plentiful and in most instances, stored at children's level, so that they can make some choice in what they do. However, not all of the storage boxes and drawers are labelled with pictures, so that children are aware of the contents inside. In addition, some are not best placed to aid children in the flow of their play. For example, dressing-up clothes are placed in unmarked drawers at the opposite end of the room to the role play area. Also, while certain items, such as pencils and crayons are placed on the writing table, additional materials are not placed in the drawers alongside potentially inhibiting children's imaginative and creative play, in particular those children for whom English is an additional language.

Displays of children's work and photographs are evident around the room. This helps to promote a sense of belonging. In general, there is an appropriate commitment to

promoting diversity through discussion, books and other resources. Children learn to be respectful of each other and accept differences of views and opinions. A number of celebrations and festivals are enjoyed by the children to promote their awareness of different cultures and customs. For example, they learn about Chinese New Year, Diwali and the significance of these events. However, there is limited signage to reinforce the different languages spoken by children and staff within the nursery to fully promote the nursery's inclusive ethos.

Routines are well established and this supports independence and a calm and purposeful atmosphere. For example, children know that they may have a drink and access the snack station when they choose, helping to cause minimum disruption to the flow of their play. They skilfully pour water into cups and know that they must not fill them too full in case they spill their drinks. One child asks 'Is this enough?' and stops pouring when their cup is half full. The child says they are 'very thirsty' but will have some more when they are finished, developing an understanding of capacity and quantity. Healthy eating is promoted at all times, through the snacks children eat, to the regular discussions and activities that take place. Children always have a choice of fruit for their snack and wash their hands before sitting down to eat. They carefully use the serving spoons provided to ladle the fruit onto their plates, doing so sensibly and with minimal staff intervention, before sitting down to eat. Mealtimes are relaxed, social occasions where children and staff sit together. Staff talk positively about the food, how delicious it is and the new taste experiences provided as the menu regularly changes. This encourages children to try new foods and even the fussiest of eaters, spurred on by observing their friends, give the food a try.

Children behave well and this is helped by the clear boundaries that staff instil from the start. Ground rules are clearly defined and regularly reinforced throughout the sessions through discussions and regular reminders as children go about their play. As a result, children know what is expected of them, clearing away their plates after eating, helping to tidy away their toys and sitting down and listening when required to do so. Older children are encouraged to be good role models and help the younger or newer children with different tasks. For example, a child sits and explains the rules of a boxed game to another child and they proceed to play together. Staff are sensitive to individual children's needs, development and level of understanding when resolving any conflict, frustration or upset that children experience. For example, a child, who speaks English as an additional language is gently shown to sit, rather than stand on the window seating and the member of staff also uses the child's cuddly toy to reinforce the message.

Children learn to keep themselves safe in a range of situations. They move safely around the space with care. Children know that they must not run around inside and how to handle the equipment they use appropriately. For, example, a child takes a pair of scissors to use outside and remembers to carry them with the blades closed and pointing to the floor. Staff praise them for remembering, helping to raise their self-esteem. In addition, various topics and discussions help children in understanding how to keep themselves safe in a range of situations and promote their general well-being.

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

**provision**

Staff are fully aware of the safeguarding procedures and through discussion, demonstrate how these would be implemented should it be necessary to do so. They are confident in their knowledge of the signs and symptoms of abuse and their responsibility to report any concerns to the relevant agencies, so that children are protected from harm. Staff do not use their mobile telephones on site and only use the nursery camera to take photographs of children with parental consent. These are used for display, the parents' information brochure and to demonstrate activities that children participate in, helping to develop a sense of belonging and inform parents of the learning taking place. Risk assessments are carried out for the setting and reviewed on a regular basis to ensure that children can play in a safe and secure environment. Staff are fully aware of all potential risks to children and how these can be minimised. Staff are fully versed with the whistle-blowing policy should they have any concerns regarding their colleague's conduct and are fully aware of notifying Ofsted of any significant events in line with statutory requirements. All visitors to the nursery are carefully monitored and they are unable to gain immediate access to the nursery. Only staff are able to provide them with entry, once their identity is known. Policies and procedures are revised in line with current legislation and any training that staff attend event, so that these are up to date and relevant. In addition, induction of new staff is thorough, so that they too know what to do in any given situation. As a result, policies and procedures are implemented effectively and consistently to ensure children's safety is effectively promoted.

Effective arrangements are in place for the performance management of staff, leading to appropriate opportunities for training and professional development. Staff willingly attend any training available to develop their knowledge and understanding of current best practice. They refine and improve what they do to enhance the quality of care, learning and development for all children. Equally, should staff not fulfil their potential, then systems are in place to manage underperformance. Supervision sessions set out a clear plan of action to outline what needs to be improved. The manager ensures that the educational programmes provide a wide range of activities to support children's ongoing development. She is currently completing a master's degree in child psychotherapy with a focus on infant observation. As a result, she is very keen for staff to have a clear understanding of the purpose of observations and why these are important. In addition, further discussions at staff meetings to focus on various aspects, such as inclusion and the characteristics of learning, continue to help staff examine and refine their practice to improve the quality of care provided for children.

Partnerships with parents are strong and staff are keen to establish good working relationships with them. Regular workshops with a focus on different aspects of the Early Years Foundation Stage, help parents understand how children learn through play. For example, parents become more aware of the value of open-ended resources and how these can fuel children's imaginations and critical thinking to support all areas of their learning. Staff seek parents' views and take on board any suggestions for improvement. Children are listened to and their interests represented in the planned activities and the new equipment purchased in response to their ideas. This shows that the opinions of both parents and children are respected and valued. Establishing a positive partnership with the

local school is important in helping children to be well prepared for transition. Visits to the school to attend assemblies and other special events help the nursery to feel included and also give the children an insight into school life. A focus on 'letters and sounds' and the reading scheme used, helps to familiarise children with school learning and develop their communication, language and literacy skills. This helps to prepare them for the changes ahead. Staff regularly talk to and share books with the children about moving to school. This provides further opportunities to promote the positive aspects of school with children while also reducing any fears.



## 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

<b>Unique reference number</b>	EY398115
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	934274
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	34
<b>Number of children on roll</b>	44
<b>Name of provider</b>	Medusa Anamika Sojourn
<b>Date of previous inspection</b>	26/03/2010
<b>Telephone number</b>	01213080456

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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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