

Ducklings Private Nursery

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

Inspection date	07/02/2014
Previous inspection date	04/10/2013

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

- Good partnerships with parents ensure that they are regularly consulted and kept informed about their children's activities and ongoing progress. Valuable links with the host primary school ensure that children are well supported as they move into full-time education.
- Relationships between children and staff are very good at fostering a strong sense of belonging and ensuring that children are confident learners.
- Children communicate very well during their creative play and imagined scenarios. This extends their vocabulary, promoting their confidence and providing them with good skills for the future.
- Safeguarding is effective as staff have a good knowledge of the procedures to follow if they have a concern about a child's welfare.

It is not yet outstanding because

- There are further opportunities to extend children's independence during meal and snack times as children do not help to clear their plates away or serve themselves food.
- There is more scope to extend opportunities for children to use climbing equipment to climb under, over and through.

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 conducted a joint observation of children's activities and staff/child interaction with the manager of the nursery.
- The inspector spoke to the provider, manager and other staff throughout the inspection.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took account of the views of parents through discussion and from written questionnaires sent out by the nursery.
- The inspector observed activities in the main playroom, the outdoor learning environment and children having their lunchtime meal.

Inspector

Susan Rogers

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 and children attend for a variety of sessions. There are currently 49 children on roll. The nursery supports children who speak English as an additional language. The nursery receives funding for the provision of free early education for two- three- and four-year-old children.

The nursery employs eight members of childcare staff, six of whom hold early years qualifications at level 3 and two hold qualifications at level 2. The manager has a degree in Community Studies and is currently studying for a Master's degree in Child Psychoanalytic 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:

- extend physical play experiences to provide children with opportunities to climb under, over and through climbing equipment
- increase children's independence, for example, by allowing them to serve their food at lunchtime and clear away their plates.

Inspection judgements

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

Children learn through a broad range of interesting experiences that are well supported by knowledgeable staff. Staff and parents assess children's existing skills and preferred ways of learning as they start at the nursery and use this to plan for their individual progression. As a result, children enjoy learning experiences that are stimulating and respond well to their interests and needs and close any gaps in their learning. Older children thoroughly enjoy role-play situations where they enjoy using their imaginative ideas. They have great fun dressing as doctors and nurses and wrapping bandages around an adult's foot who is pretending to be the patient. They become fully engrossed in their role play. They pretend to telephone the patient's mummy and make marks on a pad which supports children's developing literacy skills. They confidently explore their thinking, ideas and feelings through discussion and negotiation. This encourages children's confidence and helps them

consider the needs of others. They begin to understand the passage of time as they discuss how long the patient will be in hospital for. Story time is well managed to ensure that younger, less able children enjoy story time in smaller groups. Staff support children's communication skills as they encourage them to talk about what they see which reinforces their understanding of less familiar vocabulary. Teaching sensitively meets the needs of children who speak English as an additional language. Their confidence is carefully encouraged so they learn English through individual support and working in groups with other children. As a result, children are eager to talk in a group during circle time and discuss recent and past events in their lives. This prepares children well for the next stage in their learning and as they move into full-time school. Parents are supported in their role through their discussions with staff as they collect their child, through workshops and parents' access to their child's learning folder.

The large screen computer helps children familiarise themselves with technology as the older children enjoy a phonics activity identifying letter sounds. Their understanding of technology is further extended as they learn how to use the larger screen using touch screen techniques. Staff encourage children to become involved in smaller group activities where they develop a story using paper taped to a table. They draw shapes supported by staff and use small props, such as cars and small world people to develop their ideas. This encourages children to discuss what they see and increase in confidence as they use their imagination and talk about their ideas.

The outdoor area is readily available throughout the day and staff ensure children put on coats and wellington boots so they can dig and walk in the mud patch. Here children enjoy working in a group as they discover worms and imaginary treasure and practise digging using spades and a wheelbarrow. They confidently walk over uneven surfaces and experiment with the soil, gradually adding more water to make mud. A tap and hose pipe provides further challenge as they turn this on to fill their watering cans. Lunch and snack times are a pleasant social experience for the children. Staff sit with the children so they can eat their lunch together. There is, however, further scope for children to serve themselves and help clear their plates at the end of their meal, to encourage their further independence.

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

Children are happy, settled and receive good levels of care from warm and caring staff who wholeheartedly support children's needs. Each child has their own key member of staff attached to their care which enables staff to forge strong links with parents. As a result, staff regularly gather valuable information that helps support children's emotional well-being. This encourages children to settle easily into nursery as staff spend time with their parents before they start and actively include parents in completing their child's initial assessment. Children transfer well into full-time school as key staff liaise effectively with teachers from the host and school in the wider community. Children form friendships with other children and develop warm relationships with the staff. This is because activities are designed to encourage children to work together and listen to what each other has to say. A range of imaginary play experiences inspires children to use their own thoughts and include each other in their ideas.

Children play safely as staff are mindful of their individual needs and supervise children, encouraging their understanding of how to keep themselves safe. Younger children sleep in safety and comfort as a section of the room is separated and made quiet so children can refresh themselves with a sleep. Children extend their physical skills as they use wheeled toys in the school playground where there is more room for them to experiment with a range of balance bikes and tricycles. There is, however, further scope for children to extend their skills using equipment that enables them to climb under, over and through. Children enjoy nutritious meals and snacks that promote their understanding of a healthy lifestyle. Visits to the wider community, such as the local post office enable children to understand the wider world.

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

Safeguarding is effective as staff have a good knowledge of how to report concerns to the relevant agencies and are familiar with the whistleblowing policy of the nursery. Staff attend safeguarding training and are aware of what would concern them regarding a child's care. The safe recruitment of staff is in place which ensures that staffs' ongoing suitability and skills are maintained through appraisals, observation and monitoring of practice.

The educational programme is effectively monitored through key persons planning for individual children's needs which is closely supervised by the manager. This ensures that children enjoy their activities and make good progress in their learning and development. Staff are supported well by the owner/manager who is a consistent and regular presence in the nursery. Staff have a good knowledge of children's levels of achievement; they have identified their learning priorities and use this information effectively to extend children's learning and close any identified gaps. The manager has a clear understanding of the needs of her staff and the children that attend and through this ensures that the deployment of staff meets the needs of the children who attend. Staff are supported with their professional training through identifying their training needs and ensuring these are met. Through continual professional development, the manager effectively deploys areas of responsibility to staff who have the relevant skills and knowledge. Staff development is further extended through regular peer observations where staff observe each other's interaction with children which encourages reflection and support for each other.

An ongoing evaluation of the effectiveness of the nursery drives forward a series of improvements. Staff consult with parents and children using questionnaires and discussions so that any improvements reflect the needs of the children. There is a strong partnership in place with parents. The nursery organises workshops and parents' evenings that enable parents to become more familiar and updated regarding the activities their child enjoys. Staff work effectively with the host school, using their facilities and sometimes borrowing equipment. This partnership encourages children to smoothly transfer into school. The nursery shares good practice with other local nurseries through networking and exchange visits to other settings.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY398115
Local authority	Birmingham
Inspection number	949661
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	34
Number of children on roll	49
Name of provider	Medusa Anamika Sojourn
Date of previous inspection	04/10/2013
Telephone number	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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