

Double Ducks Nursery

94-96 Pevensey Road, EASTBOURNE, East Sussex, BN22 8AE

Inspection date

Previous inspection date

31/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Effective arrangements are in place to monitor staff, to identify training needs and to support professional development.
- A good range of resources are available to children and they use these well to extend their learning and enjoyment.
- Staff place a strong focus on supporting children who speak English as an additional language which helps them to made rapid progress in their English vocabulary.
- Children receive good encouragement and opportunities to explore their own creative ideas.
- All children benefit from regular physical exercise and staff are particularly skilled in providing experiences which offer a good level of physical challenge to older children.

It is not yet outstanding because

- Key person arrangements, although otherwise effective, do not start immediately that children join the nursery which slightly delays the process for determining their starting points.
- The provider does not have fully effective arrangements to gather information about any provisions that children attend.

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 viewed all areas of the nursery.
- The inspector spoke with the provider, manager, staff, parents and children at appropriate times during the inspection.
- The inspector observed the interaction of staff and children during a range of activities.
- The inspector undertook a joint observation with the provider.
- The inspector viewed a selection of documentation including staff records and written policies and procedures.

Inspector

Liz Caluori

Full report

Information about the setting

Double Ducks Nursery registered in 2014. It is a privately run provision with operates from two adjoining terraced houses in the centre of Eastbourne, East Sussex. The accommodation is spread over three floors and there is a fully enclosed garden for outdoor play. Toilet facilities for children are on the first and second floors.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is open each weekday from 7.30am to 6.30pm for 50 weeks of the year. The nursery is able to support children who speak English as an additional language. There are currently 35 children on roll of whom 34 are in the early years age group. The nursery receives funding to provide free early years education for children aged two, three and four years.

There are six members of staff who work with the children, of whom five hold appropriate early years qualifications. The nursery also employs a cook.

What the setting needs to do to improve further

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

- develop further the key person arrangements to begin as soon as children start to more effectively and promptly determine their starting points on entry to the nursery

- extend the arrangements to provide cohesive care for children by routinely seeking to communicate with other early years providers where care of children is shared.

Inspection judgements

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

Children experience a broad range of interesting activities, which effectively promote all areas of their learning. The management team place a very strong focus on the quality of teaching, training staff to engage with children in a way which promotes their learning well. Good systems are in place to observe children and to monitor their progress. The arrangements extend to producing regular written summaries of each child's progress for their parents including the next steps planned for their learning. There is also encouragement for parents to take an active role in their child's learning by contributing observations from home. Appropriate procedures are in place complete the required progress checks for children aged two years.

Children receive a lot of freedom to explore their environment and choose the activities they want to take part in. This helps them to be independent and active learners. The opportunities to promote physical play are very good. Children choose to spend a lot of time outside where they climb, use the slide, play ball games and balance on low balance beams. Staff very competently support children who require more challenge by providing assault courses and organising races. There is a good deal of space available for younger children to practice crawling and walking in their group room. There is also a lot of physical play equipment indoors for older children to explore including a ball pond.

Staff promote children's communication and language well. They engage them in lively discussions and children use language effectively to share their views and negotiate with their friends. Staff also clearly name objects such as fruit or farm animal figures to help children develop their vocabulary. This is particularly effective in supporting children who speak English as an additional language. There are good strategies in place to promote children's creativity and imagination. Staff support children to learn techniques such as printing and folding cards, for example when making Mothers' Day cards. They then encourage them to use these skills to explore their own ideas and, as a result, children produce very individual and expressive work. Children also thoroughly enjoy dressing up and engaging in role play games both indoors and in the garden.

Appropriate procedures are in place to support children with special educational needs and/or disabilities. In addition, there are good arrangements to reflect the languages other than English spoken in children's home. They make rapid progress in their English and parents spoken to during the inspection praise staff for this. This helps all children to feel included as well as helping other children to learn the skills required to speak more than one language.

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

Staff place a strong emphasis on promoting children's emotional wellbeing. They engage with them very positively and successfully help new children to settle. The provider recognises the importance of supporting children to form trusting relationships with staff. Clear key person systems are in place to promote this. However, these arrangements begin when children are already attending the nursery and are based on the relationships they form with staff. When children first start they receive good support from the whole staff team. Staff very sensitively guide them on the routines of the day and explain what is going to happen so that children feel secure. However, children do not have a designated key person from the outset to take the lead in promptly determining their starting points. Children behave well and are learning to share and take turns. They receive good support to understand the routines and boundaries helping to promote their sense of security. Children have regular opportunities to take part in activities which help them to understand how to keep themselves and others safe. For example, they learn to assess risks and consider their own capabilities when playing with the physical play equipment in the garden.

Children play with an impressive range of toys and equipment both indoors and in the

garden. These significantly enhance children's learning and enjoyment. Children are able to select items independently and transport them to other areas to extend their games. The provider effectively organises the space around the needs of the children attending.

Good arrangements are in place to promote children's health. The environment is clean and children learn good personal care skills. There is a cook who prepares snacks and meals which are nutritious and which reflect children's individual dietary requirements. Staff who hold first aid qualifications are present at all times.

Staff prepare children well for their move to school. They liaise closely with parents and build relationships with reception teachers at local schools to discuss the skills that children may need in their class. This enables staff to prepare children specifically for the schools they will be attending.

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

This inspection took place following concerns about staff deployment and staff induction. The inspector found that staff induction arrangements are robust. However, the provider acknowledged that on one occasion a member of staff failed to follow the nursery safeguarding policy by leaving a volunteer alone with a small group of children while answering the front door. The volunteer had a clear Disclosure Barring Service check but is not normally counted in the staffing ratios. This means that the nursery was in breach of the requirements as set out in the Statutory Framework for the Early Years Foundation Stage by not ensuring that children are appropriately supervised at all times. Since this incident the provider has taken prompt and affective action to address this. She has reinforced the procedures relating to the supervision of volunteers to all staff. In addition, she has provided two-way radios for staff so that they can communicate effectively without leaving their group rooms.

Robust recruitment arrangements are in place including a full induction programme and a probationary period. The provider holds regular team meetings and one to one sessions to support staff by identifying and addressing any training needs. The provider has a good knowledge of safeguarding issues and her responsibility to protect children. She fully understands the procedures to follow should concerns arise regarding any child in her care. There is a written safeguarding policy which includes the correct process for responding to any allegations against staff. Comprehensive risk assessments identify any potential hazards and the staff take appropriate steps to minimise these. Staff with first training are present at all times.

The management team fully understand their responsibilities to promote children's learning and development and do this well. The newly introduced systems for planning and assessment are designed to enable the staff and manager to easily identify any gaps in children's achievements. As the nursery has only recently registered, systems and process are in their infancy. The provider recognises the importance of reviewing these regularly in order to drive continual improvement. She also acknowledges the importance

of involving all staff and parents in this process.

The provider is proactive in creating links with other professionals and agencies in the community who offer services which may benefit the children or their families. For example, she communicates with the local children's centre and attends regular network meetings with other early years providers including reception teachers. Staff ask parents whether their child attends any other early years provisions. However, they do not routinely gather specific details about the other provider, where care is shared, or seek to make contact. As a result, they are not taking a lead in exchanging information to support all parties to provide coordinated and consistent care. Parents receive a friendly greeting when they attend the nursery. There is an informative notice board in the entrance hall and they are also able to read all policies and procedures.

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	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	EY472282
Local authority	East Sussex
Inspection number	965667
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	60
Number of children on roll	35
Name of provider	Double Ducks Nursery Limited
Date of previous inspection	not applicable
Telephone number	01323 410645

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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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