

Dizzy Ducks Day Nursery Ltd

Buttsbury Infant School, Perry Street, BILLERICAY, Essex, CM12 0NX

Inspection date

15/04/2014

Previous inspection date

20/10/2008

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

- The staff listen carefully to children and adapt the learning environment to suit individual needs, consequently, children are motivated and engaged, which supports them to make good progress.
- There are warm relationships between the children and their key person, which promotes children's well-being and helps to develop their self-confidence. As a result, children enjoy exploring in a safe and secure environment.
- The leadership team demonstrate a clear drive for improvement and regular reflection on their practice supports them to strengthen and improve the nursery to support good learning outcomes for children. Children are kept safe from harm and are well protected because all of the staff have a clear understanding of child protection issues.
- The nursery has strong partnership working with parents and regular and effective communication ensures that children's needs are fully met.

It is not yet outstanding because

- There is scope to enhance teaching interactions further by strengthening and building on current ways to manage staff performance.
- Occasionally, opportunities to extend children's problem-solving skills in the pre-school room are not maximised.

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 observed activities in the indoor and outside learning environments.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the managers and leaders of the nursery and spoke with the staff and children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector looked at a selection of records including safeguarding training and staff qualifications, and spoke with the provider about the nursery's self-evaluation plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Suzanne Smith

Full report

Information about the setting

Dizzy Ducks Day Nursery is a privately owned setting, which was registered in 2005. It is on the Early Years Register and located in a demountable building situated in the grounds of an infant school. There is an enclosed area available for outdoor play. The nursery serves the local area and is accessible to all children. It employs 15 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 and above. This includes two members of staff with Early Years Professional Status. The nursery opens Monday to Friday, all year round. Sessions are from 7am until 7pm. Children attend for a variety of sessions. There are currently 75 children attending who are in the early years age group. 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 further improve the quality of the early years provision the provider should:

- enhance teaching interactions further by strengthening the management of staff performance, for example, by developing peer on peer observations in order to share good practice and support even better learning outcomes for children
- strengthen children's problem-solving skills in the pre-school room, for example, by encouraging them to count on to find the next number in a sequence.

Inspection judgements

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

Children are active learners at this vibrant and well-equipped nursery. The educational programmes provide challenge and consequently, children become active learners during their play. In the baby room warm relationships between staff and babies ensure that individual needs are met. Staff are animated as they talk and sing with the babies, which promotes communication and language skills. There are a variety of stimulating resources in the toddler room and young children take part in an activity to explore textures. They develop their physical skills as they use glue and attach different materials to make a picture. These are then displayed in the room, which promotes children's self-esteem as they see their efforts are valued. In the pre-school room there is a good balance of activities between those that children choose and those that are led by an adult. Children are exploratory learners as they select and become absorbed in activities of their choosing. During activities led by adults, children learn letter sounds during fun and engaging sessions using the whiteboard. There are occasions, however, when opportunities to strengthen children's problem-solving skills are missed. For example, they

are not encouraged to count up to find the next number in a sequence. Staff have a good awareness of how to observe and assess children. Concise assessments lead to accurate identification of children's next steps. Activities to support children's next steps are devised and the planning is adapted accordingly. The majority of staff are well qualified and this has a positive impact on teaching interactions. Consequently, children make good progress towards the early learning goals.

Children are very well supported in their communication and language development. The children are very confident and at ease in their surroundings, which encourages them to talk. In the pre-school room children are confident to speak in a group and confidently explain that 'the Easter bunny is coming to my house'. The staff are attentive to children's interests and re-shape tasks to improve their learning. For example, children are animated as they pretend they are flying to the moon. The staff talk to them about what they need on their journey, supporting them to develop their thinking skills. Later, the staff access a video on the whiteboard of a rocket. Consequently, the children are entranced as they watch the take-off on the large screen and their imaginations are further ignited. Children's physical development is well supported as they eagerly take part in a wide variety of activities outside. This area is well equipped and children enjoy using the slide, ride-on vehicles and playing in the mud kitchen. Children are fully supported in their personal, social and emotional development and young children are sensitively taught how to share. As a result, young children play harmoniously together and are developing friendships. All children are making good progress in the prime areas of learning. This supports their readiness for school and the next stage in their learning.

Children with special educational needs and/or disabilities are well supported and very good links have been made with the parents. This ensures that everyone is fully aware of individual children's needs so that effective support is put into place. For example, the nursery consults with parents and health professionals and activities are devised to promote individual children's development. Children who speak English as an additional language are well supported. Good working relationships with parents ensure that information on their home language is gathered when children begin. Children are then supported to learn English alongside their home language. As a result, good partnership working supports all children to make good progress in their learning. Children are supported in their learning as soon as they start at the nursery. Parents are asked to provide a comprehensive overview of their child's current stage of development. This ensures that individualised learning is delivered straight away to meet individual needs. There are effective communication methods between staff and parents to share children's learning from home and from nursery. This includes the nursery informing parents of their child's progress using the progress check at age two. There are further opportunities to share progress during regular discussions, reports and parent meetings. This regular exchange of information supports very good learning outcomes for children.

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

There is a well-established key person system and children have formed secure attachments. They sit close to staff during stories and are quickly comforted when they are upset. A 'buddy system' is in place to support children when their key person is not in

the nursery. Another key person is identified and this ensures that children are continually supported by adults who are knowledgeable about their needs. Children settle well when they first start and there is a sensitive induction period when they are gradually separated from their parent. Parents complete an 'all about me' form which provides the key person with information to support children's needs when they first begin. Good communication with parents ensures that information is regularly shared to ensure that children's welfare is fully supported. Children have the opportunity to look at photographs of their family which are displayed on the walls and in books made by the nursery. This supports very young children to make connections with home and promotes their emotional well-being. When children are ready to move on to school their understanding is promoted during discussion and through imaginative play. Good links have been made with the local feeder schools and children visit the school prior to their start date. This supports children's well-being and their emotional readiness for school.

Children are gaining a strong understanding of acceptable behaviour because the staff provide clear guidance. Golden rules are displayed around the room and are regularly reinforced by the staff. The children in the pre-school room fully understand the behavioural expectations and can confidently talk about the rules. For example, children explain that a child is on the 'superstar happy face' because she helped another child pour a drink. The staff provide a positive environment and children are, therefore, cooperative and display very good behaviour. Children are learning to be respectful of differences during experiences that explore other cultures. Parents from different backgrounds are invited into the nursery and children try different food, such as soda bread during St. Patrick's Day. Children are learning to be independent as they are encouraged to manage their personal hygiene and wash their hands before they eat. The very young children also develop early skills towards independence as they wipe their faces with a clean cloth.

Children are learning how to be healthy and well-balanced, nutritious meals are freshly cooked on the premises. Children thoroughly enjoy their food at the nursery and their independence is promoted as they serve themselves roast potatoes and a selection of vegetables. During snack time, fruit is provided and children are encouraged to cut their bananas with child-safe knives. Young children show a great deal of concentration as they manage these tasks, skilfully supported by the staff. Children are, therefore, managing risks and challenges that are suitable to their age, and developing self-confidence in their abilities. Children have plenty of opportunity for physical exercise and fresh air in the engaging outdoor environment. There are frequent trips to the local woods promoting children's interest and knowledge of the natural world. Children's health is promoted and staff hold paediatric first aid certificates which enable them to deal with any accidents. Children's safety is given a high priority and regular risk assessments of the nursery ensure that the areas are safe for children. Attentive staff ensure that sleeping children are safe as they sit beside children until they wake. Fire drills are practised regularly, supporting children to have a strong understanding of how to keep safe.

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

The leaders demonstrate a very good understanding of how to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Designated staff attend relevant child protection training and all staff receive in-house training. Posters are displayed around the nursery explaining the procedures to follow if staff have any concerns about a child. Consequently, the staff are knowledgeable about how to protect children to keep them safe from harm. Staff are fully aware of the procedures for mobile phones and cameras and their knowledge is supported with comprehensive policies. These explain in detail how mobile phones and cameras should be used safely and appropriately to protect children. Robust and relevant suitability checks are carried out on all new staff. For example, staff are interviewed, references are collected and a Disclosure and Barring Service check is obtained. All staff have had the relevant checks and are suitable to work with children.

There are regular appraisals and supervision meetings that support staff to improve their practice. The majority of staff are well qualified and their interactions with children are extremely effective. However, some staff are not as highly confident in their interactions with children as others. Performance management measures, such as peer on peer observations, are not currently used to further support and develop the practice of all members of staff. Children are making good progress because the staff observe and precisely assess children's development and plan for their next steps. Comprehensive learning journals are compiled and children's progress is recorded. These are reviewed by the leadership team and they highlight any areas that a child may be falling behind on. The leaders are knowledgeable about the support available to promote all children's development. As a result, children that are identified with having additional needs are provided with interventions to support good outcomes. Monitoring of the educational programmes ensure that children have access to a balanced, interesting and challenging curriculum. The leaders have a thorough understanding of the learning and development requirements of the Early Years Foundation Stage.

The nursery shows a strong drive for improvement and the recommendation raised at the last inspection has been effectively addressed. For example, children now benefit from more physical play and learning outside. Parents contribute to the nursery's improvement plan and comments raised by them are quickly addressed. Children are also involved in improving the nursery and are regularly asked for their views. The children requested a sand pit for the outside area and this is now provided for them. The nursery has a very good understanding of their strengths and areas where they can improve, to support children's all-round development. There are very good partnerships with parents who explain they are kept regularly updated with information on their children's learning. Another parent advises that the support provided for her child has been invaluable. The parent explains that she travels a greater distance for her child to attend the nursery because of the level of care and support they provide. There are good systems in place to share information with other settings. A book passes between the other setting, nursery and home to share children's learning and progress. There are good relationships with outside agencies and the nursery works well to support good learning outcomes for children.

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	EY310377
Local authority	Essex
Inspection number	862024
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	75
Name of provider	Dizzy Ducks Day Nursery Ltd
Date of previous inspection	20/10/2008
Telephone number	01277 650538

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

