

Dizzy Ducks Day Nursery

Mayflower High School, Stock Road, Billericay, Essex, CM12 0RT

Inspection date	21/03/2014
Previous inspection date	20/05/2009

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

- Teaching is effective as staff provide a wide variety of interesting and stimulating activities, indoors and outside, to promote children's progress in all areas of learning.
- Secure relationships between staff and children mean attachments are strong and well embedded. As a result, children's emotional well-being is effectively fostered.
- Partnerships with parents are effective. They are very well informed and fully involved in their children's learning at home, and in the nursery.
- Staff give priority to the safety of children, effectively supporting children's growing understanding of how to keep themselves safe and healthy.

It is not yet outstanding because

- Ofsted was not notified about a significant event in a timely way.
- There is scope to improve the routines and the use of resources to ensure that children have optimum opportunities to extend their learning.
- Children do not consistently have access to high quality books, so they learn to handle reading materials carefully and discover that information can be relayed in the form of print.

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 activities in the indoor and outdoor learning environments.
- The inspector carried out a joint observation with the manager.
- The inspector held discussions with the management, staff and children.
- The inspector viewed a sample of the children's development records.
The inspector saw evidence of suitability and qualifications of the staff, self-evaluation, risk assessment, policies and procedures, and other documentation in relation to health and safety checks.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Patricia Champion

Full report

Information about the setting

Dizzy Ducks Day Nursery was established in 2007 and moved into the current premises in 2011. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of five settings privately run and managed by Dizzy Ducks Day Nursery Ltd. The nursery operates from a purpose built building, within the grounds of Mayflower High School in Billericay, Essex. It serves the immediate locality and the surrounding areas. The nursery opens Monday to Friday, all year round. Operating times are from 7am until 7pm. Children attend for a variety of sessions or out of school care. Children are cared for in eight playrooms and have access to two enclosed areas for outdoor play. There are currently 207 children attending who are within the early years age group. The nursery provides funded early education for three- and four-year-old children. There are also 29 children aged between five and 11 years attending the out of school club. The nursery supports children with special educational needs and/or disabilities. There are currently 28 staff working directly with the children. Of whom, two staff hold early years degrees, 18 staff have early years qualifications at level 3 or 4, and three staff hold qualifications at level 2. There are six staff training towards further early years qualifications. The nursery also employs accountants, a personal assistant and a cook. The nursery receives support from 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:

- review the routines and use of resources to maximise the opportunities for children to maintain their focus on learning, and give them sustained time to develop their activities

- enhance the opportunities for children to develop their literacy skills and learn to handle books carefully, by improving the quality and range of the books available, throughout the nursery.

Inspection judgements

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

Staff have a good understanding of how children and babies learn through practical play activities across all areas of learning. Teaching is good as the staff are skilled at working alongside children, enabling each individual to follow their interests, subtly intervening to give specific support or challenge. Staff effectively develop communication and lead learning through asking open ended questions, encouraging children to think about what they are doing, and build successfully on their understanding and use of vocabulary. They respond sensitively to the body language and sounds that babies and toddlers make, so

they know that their responses are valued. The indoor and outdoor play environments are stimulating, and children have many opportunities to create and influence their own play. Children are motivated to try new things out, especially outdoors, where the range of resources are particularly appealing. The youngest children have great fun investigating in the 'mud kitchen'. Older children develop good ways of working things out for themselves. For example; a group of children work well together, continually refining their ideas, to build an imaginative obstacle course using large crates and tyres. However, occasionally the nursery routine interrupts children's learning, particularly when indoor resources are tidied away, children are unable to extend and develop their ideas further.

Children are making good progress from their starting points because the staff are well aware of their interests and capabilities. The key persons are reflective; discussing, evaluating and reviewing children's learning daily. This assessment is used successfully by staff to build up a picture of individual children's progress over time. Parents remain continually involved and informed about what their children are learning, and what they are learning next. This is because the staff plan time with parents on a regular basis, to talk and to share children's records. There is ongoing feedback from home. Parents have the opportunity to contribute to a 'wow' display board that details special achievements they see at home. This supports both parents and staff to have an all-round understanding of children's current stage of learning. Children with special educational needs and/or disabilities benefit from support, tailored to meet their needs. High levels of individual support, access to specialist resources, mobility aids and appropriate interventions enable them to join in and learn alongside their friends. All children are effectively motivated to explore using all their senses, through tactile experiences in the playrooms and by using high quality resources in the newly refurbished sensory room.

Children have good opportunities to develop the skills they need in readiness for starting school. They use chalk creatively to draw large scale pictures and practise their early writing skills outdoors. Children are effectively supported to use numbers and recognise numerals in a wide variety of activities. They confidently explore and discuss shapes, measure and capacity. Children listen attentively to stories and play games, such as 'silly soup', to develop their awareness of phonic letter sounds. In each room, there are quiet cosy corners where children can snuggle down to look at a book for pleasure. However, the quality of the well-used books are variable and there are fewer non-fiction materials. This means children are not consistently guided to handle books carefully, or discover that information can be relayed in the form of print. Children attending the out of school club are offered an appealing blend of adult-led activities and experiences, they choose for themselves, that complement their learning in the school classroom.

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

Children and babies make good progress in their personal, social and emotional development. They settle quickly and confidently due to the staff's sensitive approaches. Babies and toddlers readily approach staff for reassurance and a cuddle, which provides them with a secure and safe environment, helping to develop their confidence. As a result, they really enjoy the happy atmosphere and are ready to learn. There are good settling-in procedures, ensuring children feel a sense of belonging. To help the transition from home

to the nursery, children have several visits prior to starting, helping them adjust to their new surroundings and form bonds with their key persons. Parents give plenty of information right from the start, allowing the key persons to offer personalised care routines that help babies and toddlers to feel content and safe. As children move onto other rooms in the nursery, the key persons pass on vital information, so they continue to feel secure. Preparations for children transferring to school are well-established, leading to smooth transitions and continuity in children's care and learning.

Staff are deployed well, meeting children's needs and being consistent role models. They provide clear messages about behaviour that is acceptable, and promote children's self-esteem by praising them and recognising their achievements. As a result, children are polite and behave well. They stop, listen and respond immediately to the staff's instructions, and share and take turns with the play equipment. Staff are skilful in their ability to promote children's safety, as they teach them how to identify and manage everyday risk. When outdoors, children know to move thoughtfully to avoid collisions and learn to handle tools safely. For example, they capably develop their self-help skills as they prepare or serve their own food, using cutlery at mealtimes, and babies independently feed themselves. Children confidently say that they have lots of fun and they feel safe, due to staff looking after them. There are reliable and safe arrangements to take and collect the out-of-school children, to and from the local primary schools. They follow sensible road safety procedures and wear high visibility jackets, so they can easily be seen by motorists.

Children and babies learn about healthy lifestyles, as they exercise and take part in physical activities in the fresh air each day. Babies and toddlers are also given plenty of opportunities to practise and extend their developing mobility, using a variety of indoor play apparatus. A high priority is given to good hygiene practices throughout the nursery. All adults remove their shoes before entering the rooms where babies are crawling. Staff wear protective clothing when changing nappies, and children have individual flannels and bed linen in order to minimise the risk of cross-infection. Children have healthy appetites and enjoy wholesome freshly-cooked meals and nutritious snacks. They learn about the food that is good for them through discussion, and by planting and tending vegetables they grow in the garden. The staff are knowledgeable about allergies and special dietary requirements, so they can meet individual needs. Food is safely prepared and the kitchen has been inspected by an environmental health officer, awarded five stars for food hygiene. Babies and toddlers recognise the need to rest, they are encouraged to play calmly and peacefully after their morning activities. They sleep soundly and undisturbed when lights are dimmed.

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

The management has a good understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. All the essential documentation that promotes the welfare and safety of the children is readily accessible for inspection. The procedures for safeguarding children are implemented effectively. Staff have a sound knowledge of the local safeguarding procedures, and clear understanding of signs and

symptoms that would concern them. Therefore they are committed to keeping children safe from harm and neglect. All staff have completed relevant background checks, and have attended training in safeguarding and first aid. This inspection took place following a notification of an incident when an older child exited the front garden while unsupervised. A full review was carried out by the nursery, and significant improvements made to the security of the premises. Risk assessments and staffing arrangements are now much more robust, to reduce the likelihood of this event reoccurring. An additional lock has been placed on the main gate and further closed-circuit television cameras have been installed to safeguard children. The provider demonstrates they are aware of their responsibility to notify Ofsted of significant events and changes. However, Ofsted was not notified about this event within the required timescale of 14 days. This is a breach in the welfare requirements. The impact of this breach on children's welfare has been minimal and the arrangements for safeguarding children remain effective, as the nursery took prompt action to enhance the security arrangements.

The management team demonstrate a high level of commitment to support practitioners; to ensure they are confident, capable and competent in delivering high quality care and education. Staff are supported through targeted training, in-house practical workshops and regular observations carried out by the manager and deputy. Effective supervision and appraisal procedures identify future training needs, supporting staff in their day-to-day work with children. Recent improvements to the assessment and monitoring process has strengthened the quality of teaching and the information gathered about children's progress. Management ensure staff feel valued and form part of self-evaluation processes. For example, the nursery team are involved in contributing ideas for enhancing the layout of the playrooms. There are well-established links with advisers from the local authority, and the nursery has successfully taken part in a recognised quality assurance programme. This further enhances the self-evaluation process.

The nursery has successfully addressed the recommendations made at the last inspection. Parents now have easy access to well-presented information about their children's progress and their unique learning priorities. In addition, newsletters, emails and information on the website keep parents informed about the nursery's practice. Parents' views are welcome, they contribute suggestions through surveys and the newly formed parents' forum. Parents are complimentary of the nursery, appreciate the friendly support of the staff and recognise the progress their children are making. Partnerships with other early years professionals are good. The staff team have developed effective channels of communication with specialist teachers and outside support workers, to develop individual education and care plans for children with special educational needs. There are also close working relationships with local schools, and teachers are invited to visit the nursery to meet children before they start full-time education.

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	EY358317
Local authority	Essex
Inspection number	956857
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	87
Number of children on roll	236
Name of provider	Dizzy Ducks Day Nursery Ltd
Date of previous inspection	20/05/2009
Telephone number	01277 633555

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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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