

Dizzy Ducks Day Nursery Ltd

Harlow Leisurezone, Second Avenue, HARLOW, Essex, CM20 3DT

Inspection date	20/03/2014
Previous inspection date	22/08/2013

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Observation and assessment of children's learning is weak. Staff lack sufficient knowledge to assess children's learning to identify and plan for their individual needs.
- At times, staff do not give children time to think about their responses to questions that they ask, so that children can put their thoughts into words as part of their language development. Limited use of open questions by staff fails to maximise mathematical learning opportunities.
- The manager's monitoring of staff practice is not sufficiently developed to focus on those areas which need most improvement.

It has the following strengths

- Staff form positive relationships with children. Consequently, children demonstrate that they feel safe and secure.

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 indoors and outside.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff members, and a range of other documentation.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with the manager, staff and parents at appropriate times throughout the inspection.

Inspector

Clair Stockings

Full report

Information about the setting

Dizzy Ducks Nursery was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the ground floor of a community leisure centre in Harlow, Essex. There is an enclosed area available for outdoor play. The nursery serves the local area and is accessible to all children. The nursery employs 15 members of childcare staff, most of whom hold appropriate early years qualifications. The nursery opens Monday to Friday all year round, from 7am until 7pm. Children attend for a variety of sessions. There are currently 105 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- make use of ongoing observation and assessment of each child's progress against all seven areas of learning; taking account of their starting points, age and stage of development and use this information to identify the next steps in their learning
- improve teaching strategies by; ensuring staff consistently give children thinking time to put their thoughts into words to further support children's language development; supporting less experienced staff to enhance children's learning through consistently good interactions and the use of open-ended questions
- ensure that the monitoring of the setting identifies the weaknesses in practice and provides effective support and coaching for staff to promote the interests of the children.

Inspection judgements

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

Staff provide a range of experiences both indoors and outside that include a mix of adult-led and child-initiated activities. Revised planning that is informed by children's interests has recently been introduced. However, observations and assessment undertaken by staff are neither consistent in quality nor frequent or accurate enough to build on children's progress. Therefore, staff are not able to plan for children's next steps and support their progress effectively. The key person system supports effective links with parents and carers. Staff obtain information about the children's interests when they start and provide resources to aid the settling-in and initial assessment process. Daily chats between staff and parents means they have opportunities to share updates about their child and to be

involved in their learning.

Staff provide some support for the communication and language skills of all children, including those learning English as an additional language and children with special educational needs and/or disabilities. Staff introduce songs and rhymes at times during the session and children of all ages actively join in the singing. Staff join in with children's play, talking to them and taking opportunities to extend their vocabularies. However, on occasions, less experienced staff pose questions but do not wait for the older children's responses, which hampers children's time to think about their reply. At other times, limited use of open questions by staff fails to maximise mathematical learning opportunities. For example, staff do not encourage older children to talk about the colour, shape and size of the pieces of fruit that they cut. Staff encourage younger children's development in early literacy as children are eager to share books with them. They enjoy snuggling up together to share a favourite book, establishing children's interest in reading for pleasure and purpose. However, staff do not have enough detailed knowledge of children's individual learning needs to support children's progress fully.

The indoor environment is suitably organised, allowing children to access a developmentally appropriate range of toys and resources covering all areas of learning. At times during the session children have the opportunity to play outdoors. Here, staff encourage children to try new activities and to choose from a range of play equipment, including construction blocks, sand and resources to support all areas of learning. While outdoors, some staff help children to explore through play with learning extended through playful teaching. For example, staff support them in searching for bugs, so prompting children's curiosity about where bugs live. Children enjoy using brushes and rollers to apply water to the walls outdoors, so practising their early writing skills. However, support for children's individual learning is not tailored to their particular needs. Consequently, children do not develop the skills they need to support their move to school.

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

Children learn to adopt healthy lifestyles and are developing appropriate personal hygiene routines with support from staff. Meals are varied and nutritious and children are encouraged to make healthy choices. Older children develop their independence skills as they pour their own drinks and serve their food. Staff give children appropriate support in managing coats as they prepare for play outdoors. As a result, children achieve some independence in hygiene and managing their personal care. Children develop some physical skills outdoors, however, support for children's individual learning is not tailored to their particular needs. Staff take account of any allergies and special dietary requirements are specifically catered for. They hold first aid or food hygiene certificates so they can deal with minor injuries or prepare food safely.

Children appear happy and settled in the nursery. The key person system successfully supports children's transition from home. This is achieved by staff who work alongside parents to make sure that important information is shared about each child's personal needs, likes and dislikes. This helps to support children sense of belonging, helping them to feel secure. Babies and children develop close relationship with key persons, which

supports their emotional development. This is demonstrated through children's interactions as they move around base rooms. This shows that children feel safe and secure in the environment. Children learn how to keep themselves safe, such as by handling scissors correctly, and participating in regular fire drills.

Appropriate strategies are in place to manage children's behaviour, and staff encourage sharing and turn-taking in preparation for school life. Children are praised when they do well, which generally builds self-esteem and confidence, such as when young children demonstrate independent counting in activities. Overall, staff implement consistent boundaries, which supports children to learn about what acceptable behaviour is. Children generally behave well and show that they are kind and considerate to each other. For example, older children are able to wait and take turns during their play. Complying with these expectations means children have some emerging skills to underpin their eventual move to school.

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

Children are protected in the event of an accident because a number of staff have a current paediatric first aid certificate. Children's welfare is promoted because safeguarding regulations and duties are appropriately met. Staff have a sound knowledge and understanding of safeguarding policies and procedures and are aware of their responsibilities in this respect. They know how to report and record concerns and have completed relevant training. Vetting and recruitment procedures check that all adults working with children are suitable to do so. Children play in a secure, safe environment where staff complete daily safety checks and regularly review risk assessments to promote their welfare.

Staff develop appropriate relationships with parents, and there is a clear exchange of information about their children's day at collection time. Parents speak well of the nursery and the staff and are happy with the care provided. The nursery also works in partnership with outside agencies supporting children with additional needs when they are in attendance. The nursery is aware of the importance of building relationships with other early years settings in the area to provide consistency and continuity of care.

The manager uses regular staff meetings to discuss and share any ideas and practice issues to promote outcomes for children. Annual appraisals of staff are undertaken and some training needs are identified. For example, the use of behaviour management strategies gained from recent training are implemented effectively in some parts of the provision. However, monitoring systems are ineffective because they fail to identify and address staff's poor understanding of assessment requirements and inconsistent teaching practice. As a result, children's individual needs not being adequately met. The manager has started to evaluate the setting's practice and has some plans for improvement. Feedback regarding practice issues is sought from the local authority development officer. In general, the manager has a sound understanding of the strengths and weaknesses of the setting and identifies areas for improvement accurately. However, she has not

sufficiently focused on the weaker areas of practice in the setting and as a result, children are making poor progress. Actions set at the previous inspection have been appropriately met. For example, systems to ensure children are given medication as and when required to keep them safe and healthy are in place.

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	EY399612
Local authority	Essex
Inspection number	939903
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	105
Name of provider	Dizzy Ducks Day Nursery Ltd
Date of previous inspection	22/08/2013
Telephone number	01279454495

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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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