

# Dizzy Ducks Day Nursery Ltd

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

<b>Inspection date</b>	09/09/2014
Previous inspection date	20/03/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- Children make good progress because staff use a range of teaching strategies to support their learning. For example, the use of open-ended questions encourages children, including those who speak English as an additional language, to formulate responses themselves and develop their communication and language skills.
- Staff have a sound knowledge of how to safeguard children to keep them safe and are confident about the processes they should follow to report any concerns that they may have.
- Partnerships with parents and other practitioners are firmly embedded and information is effectively shared about children's learning and development. As a result, parents and staff work together to support children's continuous learning.

### It is not yet good because

- There are inconsistencies with the information that is shared with parents. This is because what is observed is not always consistent with what is recorded. As a result, information shared with parents is misleading.
- The outside area, which is accessed by older children, lacks resources to further develop their learning in mathematics and literacy.
- Staff do not demonstrate good enough hygiene practises, by not washing their own hands frequently enough after wiping children's noses or changing nappies. As a result, children are not learning the importance of following suitable hygienic procedures.

## 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 nursery and talked with the staff, children and management team.
- The inspector viewed the areas of the premises and outside areas used for childcare.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability and qualifications of staff, and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents.
- The inspector reviewed the nursery's self-evaluation and action plan as provided.

## Inspector

Kate Hogan

## Full report

### Information about the setting

Dizzy Ducks Nursery was registered in 2010 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, from 7am until 7pm, all year round. Children attend for a variety of sessions. There are currently 86 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language.

### What the setting needs to do to improve further

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

- ensure that information provided to parents about their children's learning and development is of a consistently high standard by training staff about how and what information should be recorded, and monitoring the accuracy of information recorded by conducting regular reviews.

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

- develop children's knowledge and understanding of the importance of good hygiene routines, by ensuring staff act as positive role models and implement appropriate hand washing practices
- enhance the outside area for older children by providing more resources to encourage their learning in mathematics and literacy.

## Inspection judgements

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

Teaching is sound at this nursery and all children are making steady progress towards the early learning goals. This is because staff use a range of teaching strategies to engage children to learn as they play. For example, the messy play area is set out with four trays, each filled with different materials. Children are invited to touch the textures and describe what they feel like. Staff use appropriate open-ended questions to tease the information from children and encourage them to listen to one another. As a result, children's

communication and language is promoted and they are learning new vocabulary. Children who speak English as an additional language are supported by resources, such as a translator pen and flashcards with words from other languages. Staff encourage children to socialise with one another, particularly at mealtimes. They sit together and share their thoughts about what they are eating and what they have been doing outside of the nursery. Consequently, children's personal, social and emotional development is promoted. Children play outside frequently throughout the day with toys, which encourage them to practise their physical skills. For example, they build towers with large bricks, use equipment such as the seesaw and ride-on toys, and they play in the sand and water trays.

Children learn about the specific areas of learning, such as technology and letters. For example, at circle time, children sing songs based around phonics. They learn how to pronounce sounds and the actions associated to the sound, so that they can remember them. This is extended by staff showing children what the letter looks like written down on large card displays. In addition to this, children are able to access the laptop and navigate their way around educational programs independently. However, there is a lack of resources in the outside area to help consolidate children's learning in literacy and mathematics, for example by displaying letters and numbers. In spite of this, children learn appropriate skills through the activities that staff plan and these prepare them adequately for their future learning, such as school. In addition to this, staff organise some focus activities to support older children to be ready for school when the time comes. They do this by creating role-play areas about school and introducing physical education lessons to children, so that they can practise getting themselves changed. The nursery has also created booklets for children, which describes what school is like. As a result, children's transitions to school take place with ease.

Staff complete observations about children on a regular basis. Children's next steps are drawn from these observations and are incorporated into robust planning. However, there are inconsistencies with the information that is shared with parents. This is because what staff observe about children is not always consistent with what is recorded. Errors are made when staff record the stages of development children have reached. These are different in the progress reports that parents receive to those that are used for planning. As a result, information shared with parents can sometimes be misleading and inaccurate. Nevertheless, staff work well with parents to offer them ideas about how learning can be supported at home and parents fill in Wow ducks forms, which are information sheets about children's home achievements. These are shared with the nursery and celebrated. As a result, children's continuous learning is established appropriately.

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

Children are happy and settled at the nursery. They receive settling-in sessions prior to starting, where their care needs, likes and dislikes are discussed. Staff monitor children over the first six weeks that they attend and produce a summary report for parents, along

with photographs. This means that any issues are promptly dealt with and parents feel confident about leaving their children. Parents receive a daily, sheet, which is completed by staff and details information about what their child has eaten, how well they have slept and what they have played with during the day. Staff enthusiastically welcome children into the nursery and as a result, children are genuinely happy to arrive each day. This supports children's emotional well-being and develops their ability to separate from their parents or carer with ease as they quickly form attachments with their key person. This also supports children with their move on to other settings in the future, such as school because it develops their sense of security, confidence and independence. The nursery has implemented a clear behaviour management policy and staff are trained in strategies to deal with any instances of negative behaviour. For example, staff use distraction techniques and gentle reminders of the Golden rules to help children understand what is expected of them. As a result, behaviour at the nursery is generally good.

Children are forming strong bonds and attachments with staff and their peers. They go to staff for reassurance throughout the day and delight in engaging in conversation with each other. Staff support children to feel confident in the nursery. This is done by the use of routines, such as clapping for tidy-up time. Children know what is coming next and move between activities smoothly. The nursery has a solid key-person system in place and staff work hard to gain in-depth knowledge of children in their groups. Parents are aware of who their key person is, but are happy to talk to any staff member. Children get opportunities to try things for themselves during activities, for example, they are encouraged to feed themselves and to find their own placemats prior to mealtimes. As a result, their independence skills are developing well. Staff teach children about how to keep themselves safe. For example, they talk to children about why they should not run in nursery as they may trip and hurt themselves or each other. Consequently, children generally act appropriately and learn about risks.

The nursery offers a range of nutritious food to children. The chef tailors the menus to incorporate food from other regions and she ensures that children are offered fresh fruit and vegetables on a daily basis. Recipes are shared with parents, so that they can cook the food that their children enjoy at nursery, at home. Children get fresh air and exercise every day. They access the garden throughout the day and they go on regular trips around the community, for example, to the duck pond nearby and to the local library. However, children are not learning the importance of hygienic procedures. This is because staff do not act as positive role models and wash their own hands frequently enough, particularly after wiping children's noses or after changing nappies. Equipment at the nursery is suitable and arranged in such a way as to entice children to explore what is available to them.

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

Staff have a solid understanding of child protection procedures. They are aware of how to deal with and report any concerns about children, which they may have. The management

team have a thorough recruitment process and there is an enhanced induction new staff attend when joining. This ensures that they are fully aware of all the nursery policies, such as, health and safety, complaints and safeguarding. A daily risk assessment is undertaken to ensure that any hazards are identified and minimised, so that the nursery is safe for children attending. Staff ensure that the premises are secure throughout the day. All staff have suitable Disclosure and Barring Service checks in place and the majority of staff are first-aid trained. Staff competently record all accidents within the nursery and any incidents that have occurred at home. They promptly send this information to the management team for further guidance. This ensures that appropriate actions are quickly taken when necessary. In addition to this, the management team review all accidents periodically, to check for any themes and make adjustments to the nursery if needed.

Staff have regular supervisions to ensure that they are working to the requirements of the nursery and they are delivering the Early Years Foundation Stage appropriately. Sufficient qualifications are in place, with some staff attending courses to increase their level of attainment. Staff attend a wide variety of additional training courses to help them to continually develop their day-to-day skills. For example, recent courses attended include supporting children who speak English as an additional language, communication for the under twos, and planning activities. Information learnt at courses is shared with other team members and discussed at team meetings to work out how to implement enhancements at the nursery. Since the last inspection, where several actions were raised, the nursery has received a monitoring visit. The management team has taken some steps to meet the actions by developing a system of observation, assessment and planning, improving strategies for managing children's behaviour and improving their engagement with children, so that they are asked open-ended questions in order to promote their language skills. However, the monitoring of the new system of observation, assessment and planning is not effective because managers have not identified that some of the information staff record and use to plan activities is inconsistent with the information that parents receive. This is because errors are made when recording the developmental stage a child has reached as these differ between the progress reports parents receive and the planning that staff use. In spite of this, when staff realise the errors, they do know which is the correct stage for each child. In addition to the progress that has been made to date, the nursery has an action plan, which lists all ideas for improvements. This is referred to regularly and monitored by head office. As a result, the nursery and staff are continually seeking to improve.

Parents are happy with the nursery and are keen to provide positive feedback about staff members. Parents complete regular questionnaires about their views and are asked for ideas of improvement at parents' evenings. The nursery send out weekly newsletters to keep parents up to date with developments, along with a monthly update magazine. Staff encourage children to talk about their likes and dislikes at nursery. Therefore, both parents' and children feel that their voices are heard and their views are important. The nursery has solid links with other providers in place. For example, there is a strong connection with the local authority advisor, who offers support and training to help them improve their service. There are also connections with specialist organisations that help children with speech delays and other additional educational needs. As a result, children receive the assistance that they need when appropriate.

**The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	EY399612
<b>Local authority</b>	Essex
<b>Inspection number</b>	973448
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	86
<b>Name of provider</b>	Dizzy Ducks Day Nursery Ltd
<b>Date of previous inspection</b>	20/03/2014
<b>Telephone number</b>	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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