

Dizzy Ducks Day Nursery Ltd



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

Inspection date

Previous inspection date

28 July 2015

9 September 2014

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|-------------------------|----------------------|----------|
| | Previous inspection: | Requires Improvement | 3 |
| How well the early years provision meets the needs of the range of children who attend | | Good | 2 |
| The contribution of the early years provision to the well-being of children | | Good | 2 |
| The effectiveness of the leadership and management of the early years provision | | Good | 2 |
| The setting meets legal requirements for early years settings | | | |

Summary of key findings for parents

This provision is good

- Staff are sensitive to children's individual needs, particularly when they are settling, making sure they feel safe and secure and have a positive experience when they separate from their parents or carers.
- Leadership and management have put steps in place to make sure children are cared for by a well qualified and consistent staff team.
- Children are motivated, keen to join in and becoming effective learners.
- Staff work closely with parents and others to support children with special educational needs or physical disabilities so that they too make good progress.
- Leadership, management and staff recognise the importance of improving the provision for children and work closely with the local authority to achieve this.

It is not yet outstanding because:

- Risk assessments are generally effective but they do not always include adaptations required when new equipment is added to minimise any potential hazards.
- Monitoring of staff's records and plans to deliver all the areas of learning is still being embedded to ensure all staff cover the areas of learning in a consistent and balanced way, depending on children's individual needs.

What the setting needs to do to improve further

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

- enhance the risk assessment procedure when new equipment is installed in the outside area so that all potential risks to children are identified before the equipment is used by them.
- develop the monitoring of staff practice and planning for children's next steps to ensure there is a consistently high standard of educational programmes which cover all areas of learning for all children.

Inspection activities

- The inspector observed activities both inside the nursery and in the outside area of the nursery.
- The inspector spoke to members of staff and children at appropriate times during the inspection.
- The inspector spoke to the management team at appropriate times during the inspection.
- The inspector carried out joint observation with the manager of the nursery.
- The inspector spoke to parents to seek their views during the inspection.
- The inspectors looked at children's records, planning documentation, evidence of the suitability of staff working at the provision, including their qualifications and a range of other documentation including policies and procedures.

Inspector

Cheryl Langley

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children make good progress in their learning and development. They are keen and enthusiastic, taking part in a range of interesting and challenging activities and engaging resources. Staff interact with children skilfully, asking purposeful questions, encouraging them to think and do things for themselves. Children learn from a young age that print carries meaning and have fun sharing books. They enjoy using equipment to record and listen to their voices and those of their friends. Staff are attentive and support children in accordance with their abilities. Babies are encouraged to move and co-ordinate their bodies to develop physical skills and learn to communicate through play and listening to songs, stories and rhymes. The key person establishes children's starting points and interests to plan their next steps so that they make progress. This ensures children gain the skills they need to learn, develop and manage any transition, especially in preparation for school.

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

Children's behaviour is managed sensitively. They are polite, share and take turns. Children develop self-esteem and confidence from appropriate praise. They make independent choices and learn to manage their own care needs. Older children choose when they have their snack. Younger ones learn to feed themselves and manage different utensils. Staff are positive role models. They demonstrate to children how to keep themselves clean and healthy. Staff manage activities in a way that makes sure all children have the opportunity to join in and learn from the experience. For example, children not taking part in the cooking activity are still encouraged to use their senses to smell ingredients and describe them. Different approaches are used to engage parents to continue their children's learning at home. They are kept up to date about their children's progress and how their care needs are being met. Children are encouraged to celebrate their culture and different languages. Resources and activities provide an insight to the variety of people in their local and the wider community in a positive way.

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

The leadership team and manager have worked hard to make improvements since the last inspection and improve outcomes for children. Staff now benefit from regular support and continued development in their training and skills. Some aspects of this is still being embedded to make sure that planning for all children is consistent and reflects the focus for their next steps. The premises and equipment are safe and suitable for children, although the assessment of risks in the outside area was not as rigorous as it could be when some new equipment was added. Staff addressed this on the day of the inspection to make sure children were safe. Safeguarding is a priority. Staff are regularly checked to make sure they have the required knowledge and skills to safeguard children's welfare. Procedures are followed to make sure staff working with children are suitable to do so to keep them safe.

Setting details

| | |
|------------------------------------|-----------------------------------|
| Unique reference number | EY399612 |
| Local authority | Essex |
| Inspection number | 1015082 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 40 |
| Number of children on roll | 86 |
| Name of provider | Dizzy Ducks Day Nurseries Limited |
| Date of previous inspection | 9 September 2014 |
| Telephone number | 01279454495 |

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 thirteen members of childcare staff, most of whom hold appropriate early years qualifications. Ten have National Vocational Qualification (NVQ) Level 3 or above. The nursery opens Monday to Friday, from 7am until 7pm, all year round. Children attend for a variety of sessions. There are currently 101 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. The nursery supports children who speak English as an additional language and children who have special educational needs or disabilities.

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.

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.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.gov.uk/government/organisations/ofsted

© Crown copyright 2015

