

# Dinky Ducks Day Care

Rowner Family Centre Siskin School Campus, Nimrod Drive, GOSPORT, Hampshire,  
PO13 8AA



## Inspection date

Previous inspection date

29 September 2015

18 January 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Highly effective leadership and management ensures the safe and smooth running of the nursery, with all requirements met well. All those involved are clear about their responsibilities and the safeguarding policy and procedures.
- Exemplary reflective evaluation and the strong focus on developing the skills of staff bring about continuous improvements for children. This has a very positive impact on the quality of interaction and the activities provided to support children's learning, which has helped to raise the quality of the provision greatly.
- The well-qualified and knowledgeable staff team and the very effective organisation means all children, including those with communication difficulties, disabilities and special educational needs, receive excellent support.
- The quality of teaching across the nursery is outstanding. Staff meticulously assess children's progress and provide an exceptional range of high-quality learning experiences for children. As a result, children make excellent and sustained progress.
- The highly stimulating and extremely interesting environment enables children to be independent and to initiate their own ideas. As a result, children are highly motivated and eager to explore. Management is rigorous in monitoring children's progress.
- A well-established key-person system helps promote children's welfare and emotional development exceptionally well. Therefore, children form very secure attachments and are extremely well prepared for the next stages in their learning, and for when they go to school.
- Staff pay close attention to meeting children's physical needs, such as through personal care routines, and provide an excellent range of home-cooked meals.

## What the setting needs to do to improve further

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

- enhance opportunities for children to extend their excellent skills in using information technology further.

### Inspection activities

- The inspector observed staff and how they interact with children during play and learning activities, and viewed the play areas and resources.
- The inspector undertook a number of joint observations with the manager and room leaders.
- The inspector sampled a range of documentation relating to children's development, the suitability of staff, training records and safeguarding procedures.
- The inspector had discussions with members of the management team and staff. She spoke with children and parents to gain their views of the nursery.
- The inspector discussed the nursery's self-evaluation and how the action plan is used to bring about continuous improvement. She discussed how staff work with other early years providers, other professionals and parents.

### Inspector

Jacqueline Munden

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Leaders have very high expectations of staff and children. They regularly provide excellent in-house training and many opportunities for staff to share the skills they gain. This helps to increase staff's teaching skills highly effectively. For example, staff follow a national scheme to help them assess and promote children's language and communication skills very effectively. They engage parents exceptionally well in this process, such as by providing them with useful information about the possible harm dummies can have on children's speaking skills. Staff help parents to develop specific skills to support their children's learning at home, for example, by helping them to learn to use sign language to aid communication with children. Parents report these measures have a very significant impact on their children's learning and confidence.

### Quality of teaching, learning and assessment is outstanding

Staff give children's communication and language development very high priority. They skilfully use every opportunity to enrich the curriculum and promote children's learning. For example, staff in the baby room sing songs to encourage children to join in and make sounds and repeat words. As a result, many children link several words and are building sentences. Older children are very eager to take part in the carefully planned small language group activities that extend their listening and speaking skills very effectively. Children show high levels of concentration as they attempt to manoeuvre the mouse to match letters and sounds on a computer program. While they demonstrate excellent literacy skills, the mouse is not easy to use and does not allow them to master controlling the cursor. Children develop excellent mathematical skills as they prepare the tables at mealtimes. In addition, this helps them to develop high levels of independence.

### Personal development, behaviour and welfare are outstanding

Staff go to great lengths to get to know each family, for example, by visiting children in their homes before they start, so they know how best to support them from the outset. Children flourish and learn a very positive sense of themselves and the world they live in. This is because staff use extremely positive strategies to help children learn what is acceptable behaviour and to respect other people. This helps children form very strong friendships and learn to cooperate with others. Staff help children develop an excellent awareness of keeping safe and healthy. For example, children help assess the risks involved in playing outdoors and practise brushing their teeth.

### Outcomes for children are outstanding

Children make strides in their progress in all areas of their learning and development in relation to their starting points. They gain a very wide range of important skills they need for their future learning. This has an extremely positive effect on outcomes for children.

## Setting details

<b>Unique reference number</b>	EY294995
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	833897
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	109
<b>Number of children on roll</b>	100
<b>Name of provider</b>	Rowner Family Centre
<b>Date of previous inspection</b>	18 January 2011
<b>Telephone number</b>	02392 512967

Dinky Ducks Nursery registered in 2004. It operates from Rowner Children's Centre, which is situated on the Siskin School Campus in Gosport, Hampshire. The nursery's full-day care provision opens each weekday from 7am to 6pm, all year, except for one week over Christmas and all public holidays. Children may attend for a variety of sessions or all day. The nursery receives funding for the provision of free early education for children aged two, three and four years.

Out-of-school provision operates before and after school from 7am until 9am and from 3pm until 6pm. A holiday playscheme operates weekdays during school holidays, except for one week over Christmas and all public holidays, from 7am until 6pm.

A creche provision operates as required to support various adult groups and courses that are run in the children's centre.

There are 24 members of staff employed to work with the children, including the manager who holds a relevant early years qualification at level 5 and the Early Years Operational Manager who holds a relevant qualification at level 6 and Early Years Professional Practice status. All except one of the remaining staff hold or are working towards a recognised early years qualification.

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