

Ducklings Day Nursery

170 Attleborough Road, Nuneaton, Warwickshire, CV11 4JW



Inspection date

20 October 2015

Previous inspection date

20 February 2012

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

Summary of key findings for parents

This provision is good

- Managers have a good overview of the curriculum provided. They keep a track of children's progress to ensure that appropriate challenge and support is offered to help children achieve.
- Children are happy and enjoy their time at the nursery. They develop close relationships with staff who spend time getting to know them well. Staff are calm, attentive and respond well to children's interests and needs.
- The nursery offers a broad range of stimulating resources and interesting activities. These are suitably challenging for children of different ages who attend. All children have good opportunities to make choices and lead their own learning. They demonstrate good levels of confidence and self-motivation to keenly explore.
- Staff have a good understanding of how babies and children learn through play and exploration. The provision for babies' and children's sensory development is strong. Babies and children make good progress.
- Partnerships with parents are good. Information is shared very well to support both children's learning and care needs between the setting and home.
- Management accurately evaluate the setting taking into account the views of those who use it. They have a good overview of how the nursery runs and what to do next, in order to continually improve the provision.

It is not yet outstanding because:

- Staff sometimes do not give children enough time to consider and respond to questions.
- The systems used to enhance the professional development of staff are not ambitious enough to further raise the standard of their practice.

What the setting needs to do to improve further

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

- develop more ambitious systems to extend staff's professional development so that they have further opportunities to reflect on the standard of their practice and work towards clear goals
- give children more time to think and use their developing speaking skills before asking more questions or providing them with an answer.

Inspection activities

- The inspectors had a tour of the nursery with the provider and manager.
- The inspectors observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspectors completed a joint observation with the nursery manager.
- The inspectors held a meeting with the provider and nursery manager. They looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspectors spoke to a small selection of parents during the inspection and took account of their views.
- The inspectors spoke with staff and children at appropriate times during the inspection.

Inspector

Josephine Heath and Victoria Mulholland

Inspection findings

Effectiveness of the leadership and management is good

Managers have a good understanding of statutory requirements and fully promote the safety and welfare of children. The arrangements for safeguarding are effective. Managers and staff know how to implement the safeguarding policies of the nursery. They are well placed to act promptly should they consider a child to be at risk of harm. All staff working directly with children are qualified to do so. Training opportunities include first-aid and up-to-date child protection training. Staff are knowledgeable about following accident and injury procedures and always ensure parents are kept informed. Managers supervise staff's performance. They have recently increased opportunities for staff to review their teaching skills and the learning environment they provide. This has a positive impact on outcomes for children. Managers have accurately identified the need to enhance professional development systems even further. However, they do not yet set clear targets for staff to work towards, in order to raise the quality of their practice to the highest levels.

Quality of teaching, learning and assessment is good

Staff observe children and gain an accurate understanding of their individual development. They plan ways to help children achieve their next steps in learning. Staff are very good at modelling language. Generally, they interact well with children, including those who speak English as an additional language, to promote their speaking skills. However, they do not always give children time to think and reply before asking more questions or answering for them. Overall, the quality of teaching is good. Babies enjoy playing with toys with simple mechanisms, exploring how to make them work. Staff teach children about shape, size and quantity, and build on their growing mathematical understanding. They skilfully weave in opportunities to encourage children to count. For instance, as toddlers make icing for the biscuits they have baked; staff model counting each spoonful of icing sugar they use.

Personal development, behaviour and welfare are good

Children are well cared for and staff effectively promote their physical and emotional well-being. They encourage exercise and ensure children of all ages benefit from outdoor play. Children learn about eating healthily. They are provided with nutritious snacks and meals, and have opportunities to grow fruit and vegetables and cook for themselves. All children are encouraged to gain a good level of independence in managing their own care needs. The behaviour expectations of the nursery are clear and consistent throughout. Children are well supported to follow established routines and simple boundaries. Children learn about the wider world and gain an understanding of including and respecting others as they play. They learn to treat others as they would wish to be treated themselves.

Outcomes for children are good

All children make good progress, including those who benefit from funded education. They develop key skills needed for moving on to school. Older children's early literacy skills are particularly promoted well. They relish playing with props that link with well-loved stories, and use a variety of media to draw and make marks. Staff establish links and share

information with local schools that children will attend. This promotes continuity in children's learning experiences.

Setting details

Unique reference number	EY272143
Local authority	Warwickshire
Inspection number	860816
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 11
Total number of places	100
Number of children on roll	123
Name of provider	Yvonne Buxton
Date of previous inspection	20 February 2012
Telephone number	02476 341881

Ducklings Day Nursery was registered in 1997. The nursery employs 30 members of childcare staff. Of these, all hold appropriate early years qualifications at levels 2, 3 or 6. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 5.30pm. 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. The nursery also offers a holiday club provision for school-aged children during school holidays.

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