

# Dizzy Ducks Day Nursery

Homefield Business Park, Homefield Road, HAVERHILL, Suffolk, CB9 8QP



## Inspection date

24 November 2015

Previous inspection date

26 March 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
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

- Since the last inspection a new manager has been appointed. She has worked with staff to identify and address previous weaknesses. This action has significantly improved standards of practice from satisfactory to good throughout the nursery.
- The provider ensures that the legal requirements of the Early Years Foundation Stage are met at all times.
- Rigorous performance management and appropriate professional development improve staff practice and teaching skills.
- Children behave very well. Members of staff act as good role models, helping children to learn about respecting each other, being kind and collaborating together in their play.
- The children's key persons have high expectations for what children can achieve. They have a good understanding of the age group they are working with and have relevant subject knowledge that is communicated well to children.
- Information for parents helps them to understand how their child is progressing and encourages them to support this learning even further at home.
- Members of staff promote children's self-confidence and self-awareness. They use praise, helping children to learn well. Children show a sense of achievement as they concentrate and finish tasks.

### It is not yet outstanding because:

- Staff do not currently provide the best possible range of opportunities for children to explore their real and imagined experiences through play.
- Staff do not currently make the most of their tracking systems to accurately identify areas where a child may benefit from more precise support to make the best possible progress.

## What the setting needs to do to improve further

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

- enrich even further opportunities for children to explore high-quality imaginary play
- enhance the ways in which children's progress is checked and tracked to aid even sharper identification of any emerging gaps or acceleration in their learning and development.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's development and progress. She spoke to staff and children.
- The inspector completed a joint observation with the manager and discussed the findings.
- The inspector accompanied staff and children on one of the nursery buses during a morning school run.
- The inspector reviewed relevant documentation including evidence of the suitability of staff, relevant training certificates, children's records and a selection of policies and procedures.
- The inspector obtained the views of parents and carers during the inspection.
- The inspector held a meeting with the manager and reviewed self-evaluation documents.

### Inspector

Lynn Clements

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All the management team and staff have attended relevant training. Together, they have a shared understanding about their roles and responsibility to protect children from harm. Staff extend their teaching skills as they attend training across a wide range of relevant early years subjects. This helps them to enrich their existing knowledge, enabling them to continue supporting children and their families well. Relevant policies and procedures are implemented in practice and shared with parents to ensure the safe and smooth daily management of the nursery. All required records are carefully maintained and reviewed weekly to promote the positive welfare of children. Confidentiality is respected; all personal records are kept securely. Parents, carers and children are warmly encouraged to share their suggestions and ideas. These are seriously considered and, wherever possible, used to improve practice.

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

Staff talk with parents before their children begin in the nursery and encourage them to share information relating to what each child knows and can do. This helps staff to plan activities of interest to children, as they get to know them better over the first few weeks. Staff actively make ongoing observations to note the differing abilities of all children and plan play opportunities to enable them to build further on their existing knowledge and developing skills. Children are interested and motivated as they explore freely inside and outside. They enjoy manipulating play dough, creating models that represent familiar things, such as sausages. The children enjoy singing simple songs from memory, linked to their play. For example, they sing happily about sausages as they count how many they have made. The children demonstrate good coordination and control as they safely negotiate space and each other while playing with wheeled toys outside. While sharing books and reading stories, they begin exploring letters and sounds. Children enjoy spending time with staff, discovering how ice melts and turns back into water. Conversations, both planned and spontaneous, help to support children in extending their understanding of new words and build on their developing vocabulary.

### Personal development, behaviour and welfare are good

Before children begin in the nursery time is taken by staff to visit them at home to organise setting in opportunities. This enables the children to meet these new adults in their own home where they feel safe. When the children arrive at the nursery they are already familiar with the adults and this helps them to settle extremely well. Older children extend their knowledge about keeping safe, such as road safety, by discussing their understanding with their friends and teachers. They then have fun riding bikes and scooters, making traffic lights and using objects, such as hoops, to represent a lollipop sign. These investigations and play help them to embed learning about how to keep safe.

### Outcomes for children are good

All children are supported well to gain the skills and emotional readiness they need for the next stage in their learning and the eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY457346
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1027893
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	302
<b>Number of children on roll</b>	177
<b>Name of provider</b>	Dizzy Ducks Day Nurseries Limited
<b>Date of previous inspection</b>	26 March 2013
<b>Telephone number</b>	01440702151

Dizzy Ducks Day Nursery was registered in 2012. The nursery employs 27 members of childcare staff. Of these, 27 hold appropriate early years qualifications at level 2 or above, including two members of staff with a degree and Early Years Professional status. The pre-school opens from Monday to Friday, 52 weeks of the year. Sessions are from 7am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery also operates a before and after school club and a holiday club.

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