

Dunky's Day Nursery (Widnes)

24 Greenoaks Way, Morrisons Shopping Mall, WIDNES, Cheshire, WA8 6UD



Inspection date	9 September 2016
Previous inspection date	21 November 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

- Staff have a good understanding of how children learn. They provide a broad range of activities and experiences that is interesting and challenging. These activities help to support children to make good progress across all seven areas of learning.
- A key strength is how well the setting works in partnership with parents. Parents receive regular feedback and summaries about their child's progress and development. They are well supported to guide their child's learning at home.
- Staff and children develop close bonds and secure attachments. Staff are kind, caring and attentive towards the children. Babies and toddlers show that they are emotionally secure, as they become active learners and have the confidence to explore.
- Staff are well deployed and are good role models to children. Children behave very well in the nursery. All staff work well together and use effective behaviour management strategies and clear guidance to manage any challenging behaviour.
- The manager carries out a regular and precise evaluation of the setting. A parents' committee has been established and parents are actively involved in driving forward suggestions to maintain the good quality of the nursery.

It is not yet outstanding because:

- The programme of professional development is not yet sharply focused and targeted to provide opportunities for staff to fully reflect on their practice and knowledge.
- Although the manager has systems in place to monitor progress that groups of children make, these are in the early stages and she has not yet measured the impact of how well gaps in children's learning are closing.

What the setting needs to do to improve further

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

- provide more opportunities for staff to fully reflect on their practice and knowledge to take teaching to the highest level
- embed the current system for monitoring the progress of groups of children and measure the impact on how well any gaps in children's learning are closing.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed two joint observations with the nursery manager.
- The inspector held a meeting with the nursery manager and the senior nursery manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector had a tour of the premises.

Inspector

Alison Regan

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are confident about how to keep children safe from harm and are knowledgeable about the procedures to follow if they have any concerns about a child's welfare. The manager and staff ensure that children's safety and well-being are paramount. Policies and procedures are effectively implemented and shared with all those concerned with the nursery. In addition, children are taught to identify and manage risk so that they learn how to keep themselves and others safe. All staff are well qualified and they continue to update their training to further improve their knowledge. Staff have one-to-one supervision meetings with the manager, and regular team meetings. This helps to ensure that staff continue to understand their roles and responsibilities. The manager and staff work well with external agencies to help children who need extra support to make good progress in their learning.

Quality of teaching, learning and assessment is good

From the start, parents share detailed information with staff. This helps to contribute towards children's initial assessment and to fully support their interests. Staff provide a good mix of child-initiated and adult-led activities. They keep a close check on their progress and plan carefully to support their next steps in learning. The quality of teaching is strong and staff successfully engage children in exciting activities and experiences. Babies have good opportunities to explore different types of materials and textures in their play. Older children enjoy taking part in baking cakes for their peers, which helps to develop their skills in mathematics. Staff interact and teach children new words during messy activities and older children enjoy talking about events at home in group sessions. This helps to develop children's language skills.

Personal development, behaviour and welfare are good

The well established key-person system ensures all staff have a good understanding of children's individual needs. Children settle well and are happy and confident as they explore. Children are provided with nutritious snacks and drinks and staff talk to them about healthy options and the importance of a healthy diet. They show independence, for example, when dressing up and washing their own hands. Children visit places of interest within the community, such as the local shops and schools. They learn about the wider world as they learn about different cultures and festivals. Staff manage the move between rooms very well, which helps to support children's emotional well-being. Children enjoy playing on the large soft play equipment which helps to promote their physical skills.

Outcomes for children are good

All children acquire the skills, knowledge and attitudes to learning that prepare them well for starting school. This includes children who benefit from funded education and those who have special educational needs or disability. Children are inquisitive and have good opportunities to enhance their communication and language skills in the language rich environment. They learn from the varied range of opportunities that they are provided with throughout the day. They learn about the natural environment and use magnifying glasses to have a closer look at different types of insects.

Setting details

Unique reference number	EY378027
Local authority	Halton
Inspection number	1059808
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	45
Number of children on roll	41
Name of registered person	Dunkys Day Nurseries Ltd
Registered person unique reference number	RP903128
Date of previous inspection	21 November 2012
Telephone number	0151 4220 202

Dunky's Day Nursery (Widnes) was registered in 2008. The nursery employs 8 members of childcare staff. Of these, all hold appropriate early years qualifications ranging from level 3 to level 6, including one member of staff with qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children and supports children who have special educational needs or disability.

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