

Dinky Ducks Day Care

Rowner Family Centre, 19 Falcon Meadows Way, Gosport, Hampshire, PO13 8AA



Inspection date

5 February 2018

Previous inspection date

29 September 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- Management does not follow correct safeguarding procedures when an allegation is made against a member of staff, which compromises children's welfare.
- The staff do not risk assess the pre-school outdoor area sufficiently to keep children safe. Children can access areas where there are hazardous risks, such as a large amount of dirty, standing water in a tub next to an unravelled hose. Staff fail to take swift action when hazards are shown to them.
- The organisation, routines and planning of the learning environment in the pre-school room are weak. This affects children's behaviour and learning.
- The staff are not consistent in managing children's behaviour and keeping appropriate records. At times, the pre-school room is chaotic.
- In the pre-school room, staff demonstrate they lack skill and knowledge in their teaching. Children's learning aims are sometimes not accurate or covered enough in activities. Some children are not making adequate progress in their development.
- Parents, although generally happy, do not receive enough information about children's learning and development, particularly in the pre-school room.

It has the following strengths

- Babies and toddlers are happy, content and making progress. Staff show strong interactions and support their needs well.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ ensure safeguarding procedures are followed correctly in the event of allegations being made against staff	26/02/2018
■ ensure risk assessments are carried out on the premises regularly and hazards are kept to a minimum	26/02/2018
■ improve staff's understanding and skills in managing children's behaviour consistently	26/04/2018
■ improve the planning of the learning environment to ensure there is sufficient challenge and choices for children	26/04/2018
■ Use assessments of children's progress to identify and plan for what children need to learn next so they make good progress in their development; this specifically relates to children in the pre-school room	26/04/2018
■ monitor the quality of teaching and learning more closely across the nursery to help all children make good progress in all learning areas.	26/04/2018

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

- develop thorough systems to ensure all parents receive regular information about their children's learning and development.

Inspection activities

- The inspectors talked to children, observed children's play activities indoors and outside and looked at the available resources.
- The inspectors held a meeting with the nursery manager and the centre manager about leadership and management and looked at relevant documentation.
- The inspectors carried out a joint observation with the manager.
- The inspectors spoke to some parents about the setting and took account of their views.
- We carried out this inspection as a result of a risk assessment process, following information we received about this provision.

Inspector

Loraine Wardlaw / Penny Redwood

Inspection findings

Effectiveness of the leadership and management is inadequate

There has been a significant decline in the quality of care and education offered to young children since the last inspection. The management team has failed to evaluate and monitor the quality and standards across the nursery and put right what needs to improve. Safeguarding is not effective. Management and staff do not meet legal requirements in relation to following correct safeguarding procedures and carrying out risk assessments. However, staffing arrangements and adult-to-child ratios are met. Staff have an induction and meetings with the managers to discuss and plan personal development, although currently this is not working well. Links with other agencies are secure, so management gains some help in supporting children with specific needs. Communication with parents does not include enough information about their children's progress. However, children's care information, such as accidents and nappy changes, is shared with parents.

Quality of teaching, learning and assessment is inadequate

Teaching does not adequately match children's individual needs. The pre-school staff in particular do not support children well enough or provide exciting, purposeful play experiences, to consistently build on what they know and can do. For example, they ignore quiet children standing close by when other children complete puzzles and do not interact well or extend children's pretend play. Staff do not challenge older children, who wander around the play areas unmotivated. They do not plan activities well to support children's individual learning needs, which hinders the progress children make. The manager monitors children's progress, but staff do not take ownership of each child's learning and development to help them move on successfully in all learning areas.

Personal development, behaviour and welfare are inadequate

The safeguarding weaknesses in the nursery compromise children's safety. The staff in the pre-school room lack knowledge and enthusiasm to meet requirements, which affects children's day-to-day care. The planning of the learning environment in this room is weak, with drab, dirty and uninspiring areas of play on offer, which affects children's choices and progress. Children's behaviour deteriorates when they become bored by the poor educational programme. Staff in the pre-school room are not able to consistently manage children's different degrees of behaviours, although they are receiving some specialist support. Children's nutritional needs are suitably met, with children enjoying a hot meal at midday and healthy snacks. They play outdoors, receiving fresh air and exercise daily. Children's sleep routines are followed closely by all staff.

Outcomes for children are inadequate

Children are, generally, occupied and happy, but pre-school children do not make the progress they are capable of because of the weak teaching. At times, they become uninterested and lack motivation and do not all gain the skills and attributes they need for future learning and school. Under twos, however, enjoy a lively, interactive, song time with the staff and are encouraged to master key skills, such as walking outdoors.

Setting details

Unique reference number	EY294995
Local authority	Hampshire
Inspection number	1122693
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	100
Number of children on roll	109
Name of registered person	Rowner Family Centre
Registered person unique reference number	RP900885
Date of previous inspection	29 September 2015
Telephone number	02392 512967

Dinky Ducks Day Care registered in 2004. 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. 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 from 7am until 6pm during school holidays, except for one week over Christmas and all public holidays. There are 21 members of staff employed to work with the children. All except two of the staff hold a recognised early years qualification at level 2, 3, 4 or 6.

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.

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