

Inspection date

16 April 2018

Previous inspection date

14 August 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	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

- Managers work well together and share the same vision for the nursery. All areas of weakness previously identified have been addressed. They regularly evaluate the service they provide and have identified key areas that they would like to further improve in the future.
- Staff reflect on children's natural interests and plan activities, which help children to develop new skills and support them in their next steps in learning. Children make good progress in their learning and development.
- There is an effective key-person system in place. Staff are knowledgeable about children's individual needs and regularly share information with parents to provide a consistency of care. Parent partnerships are good.
- Staff support children with special educational needs (SEN) and/or disabilities very well. They work in partnership with a wide range of professionals to meet children's individual needs. Staff are extremely attentive and caring towards children's needs.
- Children's behaviour is very good. Staff are positive role models and consistently support children to use good manners and share resources. Children play a part in daily routines and enjoy exploring the nursery resources.

It is not yet outstanding because:

- Managers do not always give very clear guidance to staff on how they can develop their skills, to have a greater impact on the quality of teaching and learning.
- Staff do not provide a stimulating enough environment in the outdoors, for children who prefer to learn outside.

What the setting needs to do to improve further

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

- enhance systems of performance management and monitor staff practice more closely to improve the quality of teaching further
- provide more learning opportunities outdoors, to help support children who prefer to learn outside.

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 spoke with children, parents, staff, the management team and senior managers during the inspection.
- The inspector completed two joint teaching observations with the manager.
- The inspector held a meeting with the manager and deputy manager. She looked at relevant documentation, such as children's development records, a sample of policies and procedures, training records and processes for evaluating the nursery provision.
- The inspector spoke with parents during the inspection and took account of their views.

Inspector

Elisia Lee

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are knowledgeable about the procedures they must follow if they have concerns about a child's welfare and are vigilant in their practice. For example, they check the identification of visitors prior to entry and complete regular risk assessments to ensure the environment is safe. Effective inductions are in place for new staff and all staff attend regular supervisory meetings. Children's progress is tracked and any gaps in their learning are identified. Purposeful partnerships are in place with other professionals. For example, staff invite teachers into nursery from local schools to discuss children's needs as they prepare to move on to school.

Quality of teaching, learning and assessment is good

Staff complete regular observations of children as they play to identify their development stage. They plan a range of activities, which are appropriate for their age and stage of development. For example, children enthusiastically enjoy taking part in a song and rhyme session. Staff role model how to act out different action rhymes. They ask children a range of questions and use visual symbols, which all help to promote children's language skills. Staff consider how they can challenge children and give them new experiences. For example, younger children work together to make dough. They gather ingredients together, explore how different textures change and use a variety of tools as they use their imaginative skills. Parents are involved in children's learning and assessment. They share achievements from home and complete home learning activities, which complement children's learning at nursery.

Personal development, behaviour and welfare are good

The nursery is a friendly and welcoming environment. Parents are complimentary about the care their children receive. Children have built close attachments to staff and are settled and happy. Staff are positive role models and constantly praise children and their achievements. Routines help children to become independent. For example, children help to tidy away resources before lunch and serve themselves at mealtimes. Children begin to understand the importance of healthy lifestyles as they access the outdoors every day and eat freshly prepared food. They learn about the wider world through celebrating different festivals from around the world. For example, the festival of Eid, Chinese New Year and St. George's Day.

Outcomes for children are good

All children are progressing well from their initial starting points. They are active learners who enjoy exploring resources to lead their own play. They are confident communicators who make their needs known with their peers and adults. They have high levels of independence and are well prepared for future learning including their eventual move on to school.

Setting details

Unique reference number	EY537956
Local authority	Rochdale
Inspection number	1112433
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 5
Total number of places	45
Number of children on roll	27
Name of registered person	Ducklings Limited
Registered person unique reference number	RP910109
Date of previous inspection	14 August 2017
Telephone number	07582506452

Ducklings Limited registered in 2016. The nursery employs six members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, four staff hold qualifications at level 3 and one member of staff holds a qualification at level 2. The nursery opens from Monday to Friday all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am to 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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