

# Dinky Ducks Day Care

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



## Inspection date

5 June 2018

Previous inspection date

5 February 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 worked hard to improve the quality of the learning environment. Play areas are clean, inviting and well resourced. Children make their own choices about how to enhance play, such as when they pick from a wide range of creative resources.
- The management team offers staff access to a variety of training opportunities to develop their knowledge and skills. Experienced staff support newer colleagues and help them gain a better understanding of how to teach young children.
- Staff have established secure links with professionals at other agencies, such as speech and language therapists. They successfully implement strategies to support children who have special educational needs. Children make good progress from their starting points.
- Children confidently socialise with friends. They behave well and they happily share toys. All staff have strengthened their knowledge of how to promote positive behaviour. They use consistent strategies to support children to resolve any disputes quickly.
- The manager moderates assessments of children's progress across the setting. She checks that they are always accurate and that children's next steps are achievable.

### It is not yet outstanding because:

- Staff do not consistently give all young children clear guidance so they learn to understand what adults expect of them.
- Staff do not consistently tailor the length of adult-led activities to suit the age of the children involved. Some young children get restless and lose concentration.

## What the setting needs to do to improve further

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

- offer all children clear guidance, particularly in the baby room, so that children learn to understand what adults expect them to do
- monitor adult-led activities to check they are fully suitable for all children involved.

### Inspection activities

- The inspector spoke to a range of parents to understand their opinions and views about the setting.
- The inspector met with the management team. They discussed professional development opportunities open to staff.
- The inspector evaluated an activity with the manager and they discussed the quality of the teaching they had witnessed.
- The inspector spoke to staff about the progress of children and how they support children to meet their next steps.
- The inspector talked to the manager about the development plan and how they set priorities for improvement.

### Inspector

Julie Bruce

## Inspection findings

### Effectiveness of the leadership and management is good

Since the last inspection, management has developed effective risk assessment procedures and meticulously minimises risk to children indoors and outdoors. Staff also support children to spot hazards in their own environment, such as when they are running outdoors. Children use the space around them safely. Safeguarding is effective. Management checks its team's knowledge of safeguarding on a regular basis. For instance, staff are quizzed on a variety of safeguarding topics to assess any gaps in learning. Management holds regular meetings with staff to discuss personal development opportunities. The complaints policy is available to all parents and they are able to voice any concerns they have about children's care. Management has a secure knowledge of the types of incidents that need to be reported to Ofsted, such as if an allegation is made about staff. The manager is passionate about improving practice. She recently acted on advice from childcare professionals about how to raise the quality of teaching.

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

Staff actively involve parents in children's learning. They share detailed observations and talk to them about children's personal achievements. Staff support children to explore colour, such as when they encourage them to mix paints and to talk about the result. Staff help children to develop their mathematical skills. They demonstrate how to add and subtract small numbers, and children practise counting their toys. Staff encourage children to offer their opinions, such as when they ask them to share the titles of their favourite songs. Children think of amusing song titles and they share these with staff.

### Personal development, behaviour and welfare are good

The manager has worked with staff to remodel the key-person system and children form secure attachments to their special person. Staff share a regular flow of information with parents about children's care. They promote children's independence skills well. For instance, they encourage babies to scoop up their own food, and older children carefully butter their crackers and chop fruit. Staff support children to develop their physical skills and to look after their own well-being. For example, staff talk to children about the importance of good dental health and children are enthusiastic about cleaning their own teeth. All children enjoy talking to their friends at lunchtime and they access a nutritious meal.

### Outcomes for children are good

Children of all ages particularly enjoy reading books. Children from a range of backgrounds, including those for whom the setting receives additional funding, attain well. They learn skills to prepare them for moving into the school environment. Older children write their names on projects, and they carefully draw and paint around shapes. Younger children enjoy making marks with their fingers.

## Setting details

<b>Unique reference number</b>	EY294995
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1125854
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	100
<b>Number of children on roll</b>	117
<b>Name of registered person</b>	Rowner Family Centre
<b>Registered person unique reference number</b>	RP900885
<b>Date of previous inspection</b>	5 February 2018
<b>Telephone number</b>	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 round, 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 25 members of staff employed to work with the children. Two members of staff hold early years teaching qualifications and two members of staff are qualified to level 6. One member of staff holds a childcare qualification at level 5 and nine members of staff are qualified to level 3. Four members of staff hold a recognised early years qualification at level 2.

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