

# Ducklings Day Nursery

20 Barnston Lane, Wirral, Merseyside, CH46 7TP



<b>Inspection date</b>	27 June 2018
Previous inspection date	27 May 2015

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

- The management team provides practitioners with regular supervision and support of their practice, to help identify areas for improvement in teaching. As a result, teaching and learning continually improve and children receive good learning opportunities.
- A successful key-person system means that practitioners know their children well. They use the information they gain about the children to plan a stimulating environment.
- Children engage and behave well. Practitioners support all children effectively to understand how to keep safe. For example, they talk with the pre-school-aged children about how they must protect themselves from the sun.
- The management team ensures that practitioners skilfully identify and close gaps in children's development quickly, helping all children to make good progress from their starting points. Children receive good preparation for the next stage of learning, particularly pre-school-aged children for starting school.

### It is not yet outstanding because:

- Practitioners do not consistently make the best use of small-group times, particularly for the pre-school-aged children, to support their different abilities and interests, to fully engage them so that they benefit from the learning opportunities.
- Although practitioners work well with parents, they do not engage them as well as they could, to enhance opportunities for children's continued learning at home.

## What the setting needs to do to improve further

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

- enhance small-group times, particularly for pre-school-aged children, to ensure that they are engaged and all learning opportunities are maximised
- continue to develop parent partnerships to enhance home learning opportunities to further support children's development.

### Inspection activities

- The inspector observed children's activities inside and outside.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in parents' written comments.
- The inspector spoke with staff, the manager, area manager and the owner, as well as with children during the inspection.
- The inspector looked at a range of documentation, including evidence of the suitability of staff working in the nursery.

### Inspector

Robyn Frost

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders regularly benchmark practitioners' knowledge and provide in-house training to address any gaps. Because of this, all practitioners have a secure knowledge about what to do if they are concerned about a child. Improvements in the nursery take account of the views of parents and staff through questionnaires, parent events and staff meetings. Action plans ensure that improvements take account of these and that the impact of changes on children's outcomes is measured. For example, practitioners have developed the outdoor area based on what they know about children's interests as well as the views of parents. The management team supports practitioners well to improve the quality of their teaching. Practitioners use training opportunities well, especially to support those children who have special educational needs and/or disabilities to achieve.

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

Children learn in a safe and calm environment with practitioners who know them well. Teaching is effective because practitioners play alongside the children and provide exciting and engaging activities. Children play with a range of sensory materials enhanced by their interests, which supports their language development well. For example, toddlers engage in farm-themed small-world play in a tray of different textured food. Young children are confident and independent because practitioners have high expectations of them. For example, the younger children in the baby and tots room serve their own food at mealtimes. Good questioning and opportunities for shared learning challenge and stretch children's imagination successfully. For example, outdoors, older children work together to create a structure out of blocks and tyres, and talk with practitioners about their experiences of different types of transport.

### Personal development, behaviour and welfare are good

Practitioners are positive role models and emotionally supportive of the children. They model positive language and encourage children to solve problems between them. Children have a positive attitude to their learning and new experiences as a result, and display high levels of motivation in their activities. Practitioners provide good opportunities throughout the day for older children to explore how they keep themselves and others safe. For example, children use metal tweezers and scissors independently, and practitioners talk to them about why they must be careful and how.

### Outcomes for children are good

All children develop well. They gain good skills in an exciting and engaging environment with skilful practitioners who extend their learning effectively. For example, the development of literacy within the pre-school room has ensured that older children who show an interest in print receive challenging opportunities to learn to write their names and learn letter sounds. Younger children are active and curious learners.

## Setting details

<b>Unique reference number</b>	EY313659
<b>Local authority</b>	Wirral
<b>Inspection number</b>	1092453
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	33
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Carol Elizabeth Butler and Neil Thomas Butler Partnership
<b>Registered person unique reference number</b>	RP910307
<b>Date of previous inspection</b>	27 May 2015
<b>Telephone number</b>	0151 678 5050

Ducklings Day Nursery registered in 2005. It provides free funded early education places for two-, three- and four-year-old children. The setting opens all year round from 7.30am to 6pm from Monday to Friday. The setting employs 10 practitioners. Of these, most hold an appropriate early years qualification, three have a degree, and one has early years teacher status.

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