

# Little Ducks Nursery & Stoke OSC

Youth & Adult Centre, Stoke-On-Trent ST4 1NQ



## Inspection date

3 October 2018

Previous inspection date

Not applicable

## The quality and standards of the early years provision

### This inspection:

**Good**

**2**

Previous inspection:

Not applicable

Effectiveness of 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

### The provision is good

- The manager's evaluation of the nursery is accurate. She acts quickly on the views of others, and the changes made since opening have had a positive impact on children. For example, the manager has used her strong vision for the nursery and the views of the local authority advisers to create highly stimulating learning environments inside.
- Staff regularly observe children's learning and assess their progress. The activities they plan support children to make good progress.
- Key persons work hard to engage parents continually in their children's learning. They provide regular information to parents about how their children are progressing and what they need to learn next.
- Staff help children to settle well. They offer children who start attending opportunities to visit with their parents to help them become familiar with the environment and build strong attachments to their key person. Staff provide attentive care to children, especially babies, and follow their routines from home to help promote continuity.

### It is not yet outstanding because:

- The manager has identified ways to accelerate the progress of children who speak English as an additional language, but she has not fully implemented these plans.
- The manager's supervision of practice does not currently provide staff with highly effective coaching and mentoring to help strengthen their teaching further, particularly to help them precisely support the most able and less able children.

## What the setting needs to do to improve further

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

- implement the plans to help staff further support children who speak English as an additional language to accelerate their already good progress
- strengthen the supervision of staff to provide more targeted coaching and mentoring to them, and enhance their skills of how to support the most able and less able children's learning.

### Inspection activities

- The inspector observed the quality of teaching during activities in all rooms in the nursery. He assessed the impact on children's learning.
- The inspector spoke with staff and children during the inspection and viewed the written feedback provided. He completed a joint observation with the manager.
- The inspector held meetings with the manager, provider and a local authority adviser. He looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector had a tour of the premises. He spoke with the leader of the out-of-school provision to discuss how she works with teachers from the schools children attend to help promote continuity.
- The inspector spoke with staff about the arrangements for safeguarding, performance management and children's learning and development. He considered the manager's self-evaluation.

### Inspector

Scott Thomas-White

## Inspection findings

### Effectiveness of leadership and management is good

The manager meets with staff to identify their professional development needs. Staff working with babies have developed their skills from a recent training course. For example, they use their knowledge of how to promote children's sensory development to provide more resources that enable children to explore using their senses. The manager closely monitors the progress of groups of children and individuals. She works with staff to identify if children need additional support. In partnership with parents they get children the help they need from other professionals to help narrow gaps in their learning. Safeguarding is effective. The manager places a strong emphasis on ensuring all staff understand child protection procedures. She quizzes staff on their knowledge of how to protect a child's welfare. The provider and manager follow robust recruitment procedures to help check staff are suitable. They both have high expectations of staff and tackle any underperformance quickly.

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

When children start, staff assess their abilities. They have reintroduced ways to encourage parents to share information about what their children can do before they start. Staff use this information in their initial assessments. Overall, teaching is strong and helps to prepare children for the next stage in their learning, including school. In the baby room, staff help children to develop their physical skills. For instance, they provide blocks for babies to grasp and bring together. Staff in the toddler room sing with children regularly and read them stories. This helps children to develop an interest in books and build a repertoire of songs. In the pre-school room, staff provide good opportunities for children to develop skills that they will build on when they eventually move to school. For example, children practise holding a pencil to colour in paper puppets and then use their fingers as pretend legs for the puppets. This helps children to develop the small muscles in their hands to support their future early writing skills.

### Personal development, behaviour and welfare are good

Children's behaviour is good, and staff promote it positively. They organise routines to help prevent children from waiting and becoming bored. When children have minor disagreements over popular toys, staff encourage them to agree who can have a go first. This helps children learn how to solve their own conflicts. The nutritious food served to children is prepared on site by the cook. Staff provide good advice to children on the importance of handwashing. This helps to promote their healthy lifestyles.

### Outcomes for children are good

Children make good progress from their starting points. Older children learn how to operate simple computer programs, including forming letters. Younger children learn how to overcome problems, such as how to use tools correctly to manipulate dough.

## Setting details

<b>Unique reference number</b>	EY538371
<b>Local authority</b>	Stoke-on-Trent
<b>Inspection number</b>	10077310
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	85
<b>Number of children on roll</b>	151
<b>Name of registered person</b>	Little Ducks Nursery Ltd
<b>Registered person unique reference number</b>	RP538370
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07789 551341

Little Ducks Nursery & Stoke OSC registered in 2016. It is one of two settings operated by the same provider. The nursery opens Monday to Friday from 6.30am until 6.30pm all year round, except for bank holidays. It provides care for school-aged children before and after school and during school holidays. The nursery receives funding to provide free early education for children aged two, three and four years. There are 13 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 or above, including the manager who holds a qualification at level 7.

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