

# Little Ducklings Nursery Garstang Ltd

Holme Garth Farm, Cabus, Garstang PR3 1WL



## Inspection date

5 December 2018

Previous inspection date

2 June 2015

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

### This provision is good

- Staff place a strong emphasis on promoting older children's communication and language, emotional well-being, mathematics and early literacy skills. They successfully introduce specialised programmes which engage children effectively and build on their confidence, behaviour and speaking skills. This helps children to gain the skills that prepare them for their eventual move on to school.
- Partnerships with parents and other professionals is strong. Staff keep parents and carers' regularly updated with children's achievements. They regularly share information about children's next steps to further support their learning and to meet children's individual needs successfully in nursery and at home.
- Children develop a close bond and secure relationship with their key person. They come into the nursery happily and readily separate from their parents and carers. Children's individual needs and parents' wishes are followed closely by the well-qualified and experienced staff team.
- The management team is not currently focussing sharply enough on the overall effectiveness of the baby room provision and staffs involvement in supporting babies and young children's play, learning and behaviour during the routines of the day.
- There are missed opportunities for the more active younger children who prefer outdoor learning to independently access the spacious play areas outdoors and further support their physical development.

## What the setting needs to do to improve further

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

- focus more sharply on the overall effectiveness of the baby room provision and staffs involvement with children during routine times of the day
- extend opportunities for the more active younger children who prefer outdoor learning to independently access the spacious play areas to further support their physical development.

### 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 staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to parents during the inspection and read the statements provided by parents and took account of their views.

**Inspector**  
Carys Millican

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. All staff demonstrate a good knowledge of the procedures to follow for reporting any safeguarding concerns. They implement their policies, procedures and risk assessments effectively to maintain children's health, safety and security. Documentation is robust and checks are in place to ensure those associated with the nursery are and remain suitable. The management team implement an effective system of supervision and provide a range of training opportunities for all staff. This helps them further develop their knowledge and skills. The management consider the views of staff, parents and children to help identify areas to improve or build on. The management team review staffs recording of children's progress effectively, to ensure learning is consistent. Staff are quick to identify when children are in need of additional help and work closely with parents when obtaining advice and support from outside agencies.

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

Staff know the children well. They confidently speak about children's development and how they are supporting children's next steps in learning. Observations and assessments are shared with parents to further support children's learning at home. Staff in the pre-school room encourage children's communication and language skills very well. They talk purposefully to children and skilfully ask them questions to encourage their listening, attention and speaking skills. In most instances, staff in the baby room use their knowledge and skills effectively to support children's development. For example, they play alongside children and encourage them to build towers and transfer the bricks into baskets. Staff comment on what children do and build on children's interests. For example, they introduce some tubes and boxes to explore and investigate.

### Personal development, behaviour and welfare are good

Children build secure and emotional attachments with staff and develop friendships with other children. Staff manage children's behaviour in a calm and positive manner. They are good role models for children and are consistent in reminding children to share and take turns. Older children learn to take responsibility for small tasks, such as clearing and washing their plates after snack and serving themselves at lunchtime. Staff support children to learn effective self-care skills, such as handwashing, and they learn to put on their waterproof suits with confidence. Nutritious meals and exercise sessions indoors support children to learn about healthy lifestyles. Children enjoy well planned outings where they learn about farm life and the community where they live.

### Outcomes for children are good

Children make good progress from their individual starting points, including children who have special educational needs and/or disabilities. They learn to use a range of writing tools to practise their early writing skills. Children listen attentively as staff read to them individually and in small groups. They confidently recognise numbers, count objects and refer to size and shape during messy play activities. Older children continuously develop skills that prepare them for the next stage in their learning and the move to school.

## Setting details

<b>Unique reference number</b>	EY485716
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10070913
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	37
<b>Number of children on roll</b>	79
<b>Name of registered person</b>	Little Ducklings Garstang Limited
<b>Registered person unique reference number</b>	RP534304
<b>Date of previous inspection</b>	2 June 2015
<b>Telephone number</b>	01995605333

Little Ducklings Nursery Garstang Limited registered in 2015 and is privately owned. The setting employs 11 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and above, including one with early years teacher status. The setting opens from Monday to Friday all year round. Sessions are from 7.45am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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