

# Dunky's Day Nursery Warrington

The Bowling Green, 47 Old Liverpool Road, Warrington, Cheshire WA5  
1AF



<b>Inspection date</b>	4 February 2019
Previous inspection date	30 September 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- The ambitious and deeply committed managers share their vision for the nursery with all staff. Together, with the support of children and parents, they evaluate the quality of the nursery and plan future changes as part of their drive to provide early years experiences of the highest quality.
- Staff use the recently implemented planning systems well. They plan opportunities based on children's interests and their precise assessments of what they need to learn next. Consequently, children are highly engaged and motivated in their experiences.
- Staff are positive role models for children and help them to follow the rules and boundaries in the nursery. They praise children for their achievements. This helps to promote children's confidence and self-esteem.
- Staff promote children's emotional security well. Staff help the children to settle when they are new to the nursery. They spend time with them and their parents, getting to know the family's background and their child's experiences.
- Parents speak highly of the support they receive. They value the information that staff share about their child's progress and welcome their suggestions about how to support their child's learning further at home.
- There are occasionally times when some staff do not model the correct pronunciation of the sounds that letters make when talking to older children.
- Occasionally, some staff do not give children enough time to think critically and answer questions.

## What the setting needs to do to improve further

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

- support staff to consistently develop and extend younger children's language skills and model the correct pronunciation of the sounds that letters make
- support less-experienced staff to develop their teaching skills further so that they consistently provide all children with enough time to think and respond when asking questions that challenge them in their learning.

### 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 completed a joint observation with the manager.
- The inspector held a meeting with the nursery manager and area manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to a number of parents and considered their views during the inspection.

### Inspector

Denise Farrington

## Inspection findings

### Effectiveness of leadership and management is good

Managers provide a range of supervision, mentoring and coaching opportunities for staff. They observe staff regularly and meet with them to discuss aspects of their role. Professional development and training opportunities are carefully targeted to further develop staff skills and knowledge. For example, recent training about the emotional development of children is used well. Staff use an innovative range of strategies that help to support children in understanding their feelings. Consequently, children learn to manage their behaviour well. Safeguarding is effective. Staff understand their responsibility to protect children from harm and know how to refer any concerns to the relevant authorities. Managers monitor the progress of groups of children carefully. Together with the dedicated special educational needs coordinator, they swiftly identify any gaps in learning. This helps to ensure that all children receive the support they need to make good progress.

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

Most staff confidently support children's learning well and there are several strong role models within the team to showcase good-quality teaching to others. Staff play alongside children and talk to them about what they see them doing. They introduce new words as children play. For example, toddlers delighted in mixing ingredients to make 'gloop' and staff introduced words, such as 'sticky' and 'slimy' to describe the texture of the mixture as it ran through children's fingers. This helped to develop children's growing vocabulary. Children of all ages enjoy listening to stories. Younger children were captivated when staff used puppets when they shared rhymes. Older children recognise numbers and help each other to count. For example, they carefully counted the plates and cups they needed at snack time. Babies confidently explored a wide range of sensory activities. They shared their enjoyment with nurturing staff while playing in coloured sand.

### Personal development, behaviour and welfare are good

Staff provide a warm and welcoming environment in which children settle and confidently explore. They understand the unique ways in which children learn, and gather information from parents regularly about their child's changing interests. Staff ensure that children follow good hygiene procedures and encourage them to develop their independence. For example, children as young as two years of age, confidently serve their own food at mealtimes. Staff teach children about the benefits of a healthy lifestyle and provide a range of healthy meals and snacks. Children of all ages enjoy regular opportunities to learn outside using the wide range of equipment available.

### Outcomes for children are good

Children are confident and curious learners who play well together, sharing and taking turns. Babies confidently enjoy exploring activities with the support of their key person. Older children learn how to write their names. They recognise numbers as they sing rhymes and songs. All children learn a variety of important skills that help to prepare them well for their future learning and eventual move to school.

## Setting details

<b>Unique reference number</b>	EY481845
<b>Local authority</b>	Warrington
<b>Inspection number</b>	10066536
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	55
<b>Number of children on roll</b>	75
<b>Name of registered person</b>	Dunkys Day Nurseries Ltd
<b>Registered person unique reference number</b>	RP903128
<b>Date of previous inspection</b>	30 September 2015
<b>Telephone number</b>	01925 414 686

Dunky's Day Nursery Warrington registered in 2015. The nursery employs 13 members of childcare staff, 11 of whom hold appropriate early years qualifications at levels 3 to 6. One member of staff holds qualified teacher status and one holds early years teacher status. The nursery opens Monday to Friday all year round. Sessions are from 7am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

