

Ducklings Day Nursery

Ducklings Day Nursery, 4-8 Wood Street, Hoylake, Wirral CH47 2DU



Inspection date	23 July 2019
Previous inspection date	16 February 2016

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

- Partnerships with parents are very strong. There is excellent two-way flow of communication. For example, parents regularly share photographs of children engaging in learning experiences at home. Key persons plan further activities to support children to build on this learning in nursery. Staff provide ideas for parents to promote children's development at home. For example, parents describe helping children to scavenge for items to make a stick man. Parents routinely come into nursery to read stories to children.
- The manager monitors children's development in detail, including different groups of children. Accurate assessments enable her to identify where children are at risk of falling behind. She quickly implements bespoke strategies to help them to catch up. As a result, all children make good progress from their starting points.
- Staff form close relationships with children. For example, they greet children as they arrive happily at nursery and are keen to listen to their news. Parents describe staff's pastoral care as excellent. Children tell visitors they like attending nursery and enjoy colouring and playing outside.
- Children have excellent opportunities to strengthen their balance and coordination. For example, babies enjoy crawling. Toddlers learn to safely handle large construction resources, such as empty carpet rolls. Older children step across from one crate to another and climb ladders as they move along an obstacle course.
- The dedicated manager strives to raise this good-quality nursery to the highest possible level. She assesses the impact of any changes on children's progress. For example, the development of the outdoor area has further enhanced children's already good early writing and problem-solving skills.
- At times, some staff do not allow children enough time to process their thoughts and respond to questions.
- Occasionally, staff do not always give younger children clear messages, to enhance their growing understanding about how to manage risks within their environment.

What the setting needs to do to improve further

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

- allow children more time to process their thoughts and respond to questions
- give younger children consistently clear messages to enhance their growing understanding about how to manage risks within their environment.

Inspection activities

- The inspector observed the quality of teaching, evaluated an activity with manager and discussed the impact on children's learning.
- The inspector interacted with the children and staff at various points during the inspection.
- The inspector examined a sample of relevant documents and evidence of the suitability of staff.
- The inspector discussed children's learning and progress with key persons, including their next steps and children's interests.
- The inspector spoke to parents and took their views into consideration.

Inspector

Sue Smith

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff confidently talk about possible indicators that children may be at risk of harm and clearly describe procedures to follow. Staff work closely with other professionals. As a result, children with special educational needs and/or disabilities are extremely well supported. The manager uses additional funding, such as early years pupil premium, to target support where it is needed. For example, electronic tablets have been purchased to increase children's opportunities to learn about technology. The manager effectively monitors staff performance. Staff receive regular feedback and access additional training to further enhance their already good teaching. For example, they have strengthened their understanding of how to promote positive behaviour.

Quality of teaching, learning and assessment is good

Overall, well-qualified staff help children to develop key skills through a wide range of rich and varied learning experiences. For example, as babies enjoy water play, staff playfully introduce words such as 'splish' and 'splash'. As older children enthusiastically participate in science experiments, they excitedly describe the mixture as 'exploding like a volcano'. This demonstrates their good range of vocabulary. Babies begin to learn about size as they explore different size spoons in the sand tray. Staff explain mathematical concepts, such as 'empty' and 'full', as toddlers enjoy pouring water into cups. Older children explore simple estimation, such as predicting how many plates they need at mealtimes. Staff plan good opportunities for children to learn about the world immediately beyond their own. For instance, they invite people into nursery to talk to children, such as police officers. Staff build on children's home experiences by taking them for walks to local beaches and shops.

Personal development, behaviour and welfare are good

Staff promote positive behaviour. As a result, children generally behave well and show consideration for others. For example, they make a space for children to sit at the table. Staff encourage children to talk about their feelings and reassure them that it is ok to feel sad. Children begin to gain an understanding of similarities between themselves and others. For instance, as they look at family trees, they compare the number of siblings. They enjoy singing songs with elderly residents during regular visits to local care homes. Children are developing a good awareness of the importance of a healthy diet. For example, children tell staff, 'If I eat fruit and vegetables, I won't be ill'. Throughout the day, staff remind children to drink water to stay hydrated. Staff encourage children to do things for themselves, such as serving their own food.

Outcomes for children are good

Children are motivated and well prepared for their next stage of learning. For example, they draw plans of models they build. This helps them to develop the dexterity they need for writing. Younger children show curiosity as they explore natural materials. Older children are fascinated as they use tools to dismantle old electronic equipment. This helps them to investigate how things work. Children are beginning to learn about early literacy. For example, older children make up stories as they 'read' to their friends.

Setting details

Unique reference number	EY356408
Local authority	Wirral
Inspection number	10073929
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	72
Number of children on roll	39
Name of registered person	Carol Elizabeth Butler and Neil Thomas Butler Partnership
Registered person unique reference number	RP910307
Date of previous inspection	16 February 2016
Telephone number	0151 632 6622

Ducklings Day Nursery registered in 2007 and is located in Hoylake, Wirral. The nursery opens Monday to Friday from 7am to 6pm, all year round, except bank holidays. There are nine members of childcare staff. All staff hold an appropriate childcare qualification at level 3 and above, including three who hold a qualification at level 6. The nursery provides funded early education places for two-, three- and four-year-old children.

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