

Inspection of Ducklings Limited

Langley House, Elleray Roa, Middleton, Manchester M24 1NY

Inspection date: 3 October 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Children are happy and safe in this caring and welcoming nursery. Children form close bonds with practitioners and enjoy being in their care. Practitioners working with babies are attentive, nurturing and meet their care needs well. The key person gathers information by talking to parents when their child begins to attend. They use this information successfully to choose activities that children will enjoy. Practitioners frequently provide children with positive praise for their achievements and help them understand behavioural expectations. They confidently encourage and motivate younger children to learn how to share, which helps them to begin to manage their own feelings and emotions. Children listen carefully to practitioners and follow the 'golden rules' well.

Children are curious. They relish being involved in adult-led activities when practitioners provide some challenge for them, for instance by encouraging them to count, identify colours and share with their friends. Babies eagerly practise their crawling and walking. They enjoy handling a range of captivating sensory objects and materials. Practitioners support all children's communication and language development skilfully, including children who are bilingual. Practitioners who work with the pre-school children question them well to encourage them to share their good ideas. For example, practitioners build on children's interest in pirates and encourage a lively discussion about searching for treasure, and how pirates travel.

What does the early years setting do well and what does it need to do better?

- The manager has worked hard to address the actions raised at the previous inspection. She has established detailed action plans and a committed focus to raising standards quickly. The manager monitors practitioner practice carefully and provides them with good support and guidance. Recent training has helped practitioners to begin to focus more on using effective teaching strategies to enhance children's play and learning.
- The manager works closely with practitioners to monitor children's progress and identify any gaps in their learning. She holds regular discussions with practitioners to ensure any gaps are swiftly addressed. Practitioners have a secure knowledge of the children in their care and can explain effectively what children need to learn next. All children, including those with special educational needs and/or disabilities (SEND) and children who speak English as an additional language, are well prepared for the next stage in their learning.
- Practitioners provide an exciting range of activities that stimulate children's imaginative ideas and provide many opportunities for them to be creative. Children concentrate as they combine porridge oats with water and chop fruit to mix together. Sometimes, however, practitioners do not adapt their teaching to challenge children to develop their ideas, skills and learning to the highest level.

- Practitioners are skilled at encouraging new language to help support children's communication. They introduce new words, such as 'tangy'. Practitioners purposefully sit and play alongside children, for example in their role play. They support older children to have plenty of time to think through their answers to questions and they sensitively repeat and model what children say.
- Children enjoy playing outdoors. All children have good opportunities to develop their physical skills. For example, they negotiate age-appropriate equipment to jump and climb, and they ride wheeled toys with confidence. However, practitioners do not fully consider how to make the best use of the outdoor provision to support the wider learning of children who prefer to learn outside.
- Practitioners work with other providers and professionals to ensure they gather all required information and advice, so they can provide individual programmes of support for children with SEND.
- Parent partnerships are strong. Practitioners encourage a regular two-way flow of information. For example, they share children's achievements, next steps and the progress check for children aged between two and three years. This helps to support children's learning between the nursery and home.
- Practitioners develop children's self-help skills effectively. For instance, children learn how to manage their personal hygiene, put on their outdoor boots and help to serve themselves at lunch. Practitioners provide good opportunities for children to learn about healthy eating. They offer a suitable range of snacks and meals that meet children's individual dietary needs.

Safeguarding

The arrangements for safeguarding are effective.

Staff know what they need to do if they have a concern about a child, to help ensure that children are safe. They routinely update their training in child protection. The manager and staff are aware of how to respond to an allegation against a member of staff. Risk assessments are consistently carried out and help staff identify and minimise any potential risks to children. For example, they lock the door to monitor unauthorised people entering the setting. Staff implement improved procedures for administering medication to children. Staff deployment is effective and staff vigilantly supervise children to ensure their safety.

What does the setting need to do to improve?

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

- make the best use of the already good outdoor provision to fully support children who prefer to learn outside
- support staff to respond to and build on opportunities that arise to follow children's lead and challenge their individual learning even further.

Setting details

Unique reference number	EY537956
Local authority	Rochdale
Inspection number	10114787
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 to 5
Total number of places	37
Number of children on roll	25
Name of registered person	Ducklings Limited
Registered person unique reference number	RP910109
Telephone number	01616530124
Date of previous inspection	19 June 2019

Information about this early years setting

Ducklings Limited registered in 2016. The nursery employs seven members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, two hold level 5, two hold level 3 and two hold level 2. The nursery opens from Monday to Friday all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am to 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Suzy Marsh

Inspection activities

- A 'learning walk' was completed with the manager to gain an understanding of the curriculum.
- The inspector observed the activities indoors and outdoors, and the interactions between practitioners and children.
- The inspector talked to practitioners and children at appropriate times during the inspection.
- The inspector held a meeting with the manager of the nursery. She looked at relevant documentation and evidence of risk assessments, medication reporting and safeguarding procedures.
- The inspector spoke to parents during the inspection and took account of their views and written feedback provided.
- The inspector jointly evaluated activities with the manager of the setting.

We carried out this inspection 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.

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