

Inspection of Ducklings Day Nursery

170 Attleborough Road, Nuneaton, Warwickshire CV11 4JW

Inspection date:

23 October 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Relationships are positive, and children are happy and settled. They behave well and show consideration for others. A gradual settling-in procedure and a well-planned change of room and key person as children progress through the nursery supports their emotional security. Staff observe children and assess their stage of development. They plan activities, but they do not consistently use what they know about children to challenge them effectively while they play or support them in expressing their own ideas. That said, children with special educational needs and/or disabilities (SEND) receive good support so that they make as much progress as they can. Most care needs are satisfactorily met. Children's speaking skills develop well, and staff interpret their non-verbal communication successfully. Babies are developing good handling skills. Toddlers make marks in paint with their fingers. All children are physically active. Older children practise control of their bodies while enjoying 'wake and shake' sessions, and younger children climb steps and slide on equipment that challenges them effectively. The provider and manager make sure that all staff keep their mandatory training up to date. However, they do not monitor staff practice well enough and do not have a strong enough overview of the provision.

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

- The provider and manager provide a well-resourced and welcoming play environment. However, arrangements for the supervision of staff are not effective enough in providing them with the coaching, guidance and the training they need to ensure that all staff consistently challenge every child to make the best possible progress. Self-evaluation procedures are not effective in identifying strengths and any weaknesses of the provision in order to identify priorities for improvement.
- Staff do not consistently use what they know about children to identify clear next steps and plan effectively for their future learning. Activities are not always matched to children's individual needs to extend and challenge them in their learning. Teaching does not ignite children's curiosity and staff do not support them in finding things out for themselves. That said, children acquire necessary knowledge and skills for their future learning.
- Staff offer good support as younger children begin to say single words and then put words together. Staff working with the older children use some open-ended questions to help children consolidate their learning. Children confidently join in with singing and discuss what is happening when they listen to stories. This helps to support their listening skills and language development. Staff encourage children to count and use mathematical language. Children learn to recognise their name from a young age. They give meaning to the marks they make.
- Children rest and sleep in accordance with their individual needs. A full-time

cook is employed, and meals are healthy and varied. Care practices generally address children's needs well. However, information is not accessible to staff for every child who requires medication for a specific medical condition. This does not ensure that all children's individual health needs are fully addressed. Staff support children's independence skills well. Children learn to manage their self-care needs and simple tasks, such as putting on their coats. Older children are encouraged to set the tables for lunch. They understand safety rules, such as when they climb up and down the stairs to their playroom.

- Children play cooperatively. Younger children begin to understand expectations regarding sharing and taking turns. Staff are good role models. Children develop some awareness of similarities and differences in society. Toys reflect diversity and children develop positive attitudes towards other people who live in the local community through occasional interactions with elderly residents of a local care home. However, staff do not fully promote children's learning about different traditions, families and communities outside their own experience.
- Parents are very happy with the provision. They say that they are kept well informed about their child's learning and that staff are focused on ensuring that children are happy. They are happy with the progress their children make. Staff work effectively with other early years professionals to ensure that children with SEND receive any additional support that they need.

Safeguarding

The arrangements for safeguarding are effective.

Staff complete training to keep their child protection knowledge up to date. They are aware of the signs of abuse and neglect, and know the local referral procedures to follow if they have a concern. They are aware of the duty to prevent children from being drawn into situations that put them at risk. The provider makes sure that the premises are safe and secure so that children cannot leave unsupervised and unwanted visitors cannot gain access. Staff identify and successfully minimise potential risks indoors and outdoors. Staff recruitment and selection procedures meet requirements.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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make sure that supervision of staff is successful in providing guidance, coaching and training to ensure consistently good teaching, and planning that is constantly put into practice to challenge and extend each child's learning effectively	13/12/2019
ensure that all staff understand how to support children in exploring and investigating, developing their own ideas and finding things out for themselves	13/12/2019
obtain full information about all children's health and medical needs, keep this information up to date and ensure staff are fully aware.	25/10/2019

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

- extend practice for raising children's awareness of similarities and differences with regard to different families, cultures, traditions and beliefs
- develop self-evaluation procedures to identify strengths and priorities for improvement.

Setting details

Unique reference number	EY272143
Local authority	Warwickshire
Inspection number	10072184
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 4
Total number of places	100
Number of children on roll	115
Name of registered person	Buxton, Yvonne
Registered person unique reference number	RP512112
Telephone number	02476 341881
Date of previous inspection	20 October 2015

Information about this early years setting

Ducklings Day Nursery registered in 1997. The nursery employs 26 members of childcare staff, all of whom hold early years qualifications at level 2, 3 or 6. The nursery opens from Monday to Friday all year round, except for bank holidays and one week over the Christmas period. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children. Subject to demand, the nursery offers holiday club provision for school-aged children during school holidays.

Information about this inspection

Inspectors

Jan Burnet
Emma McCabe

Inspection activities

- The inspectors, the provider and the manager completed a learning walk across all areas of the nursery to understand how the early years provision is organised.
- The inspectors observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspectors completed joint observations with the provider and the manager, and discussed teaching methods with them.
- The inspectors held meetings with the provider and the manager. They looked at relevant documentation and evidence of the suitability and qualifications of staff working in the nursery.
- The inspectors took account of parents' views.

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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