

# Inspection of Ducklings Day Nursery

170 Attleborough Road, Nuneaton, Warwickshire CV11 4JW

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Inspection date:

7 December 2021

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

During the COVID-19 pandemic, parents continue to hand over their children at the nursery entrance. Children receive a warm welcome from staff and come into the setting happily. Children form strong relationships with familiar staff and receive cuddles and comfort when they need it. This helps them to feel secure in the setting. However, children's well-being is not considered, due to leaders and managers not ensuring that the temperature of all rooms in the setting is maintained at a safe level. In one room, children appear cold and less enthused to play with their friends.

Some children choose and play with resources independently. However, the quality of teaching is too variable. The activities that staff plan for younger children do not support them to make progress towards their next stages in their learning. Younger children often wander or stand and pick up random toys. Staff fail to respond to their learning needs to engage them in purposeful play. Staff do not recognise when to talk to the youngest children to help support emerging language. That said, pre-school children receive a range of experiences and opportunities to practise their skills. For example, they develop their hand muscles and use scissors. They are keen to talk about what they know, during an activity about colour. They share what colours are made when mixing two together.

Children behave well. Staff use gentle reminders for children to use good manners and to be kind to their friends. Staff help older children to play cooperatively and take turns during games with their peers, such as building up and knocking down their towers. However, the lack of interactions with the youngest children mean not all children are developing a positive attitude to learning.

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

- Leaders and managers have not made enough progress to ensure that the quality of education across the setting has improved. Although, managers and staff have appropriate knowledge of what they want children to learn. The history of this nursery shows ongoing inconsistencies in practice. They have designed a curriculum which is intended to help children to progress through their stages in learning. However, staff fail to implement this in practise for the younger children.
- Some babies and young children often stand or sit quietly and make no attempt to play. This is because staff fail to interact and rarely speak to these children to stimulate learning and effectively build on what they already know and can do. Staff plan experiences for younger children which focus on their interests. However, they do not recognise how to focus their teaching to sequence their learning.

- Some staff have received additional training to support children to increase their skills for speech and language. Staff make additional assessments to help identify the gaps in their learning. They have plans to provide opportunities to help children to make progress in speaking. This includes children in receipt of additional funding. However, this process is in its infancy and the impact that this training has on children's speech development is not yet seen. The weaknesses in teaching across the younger rooms has the potential to widen gaps in some children's learning.
- Pre-school children are keen to explore the stimulating environment and engage in a broad range of experiences. Staff plan activities that interest children and help them to develop the skills they need. For example, children enjoy listening, use a range of arm movements and follow the actions during a fun song. Staff help children to recall the activities they have taken part in earlier.
- Older children enjoy being creative. They select the resources they want to use to make their pictures. For example, they choose paint, glue, and shiny paper. They are developing the small muscles in their hand as they spread the glue and make marks with the paint.
- Children are provided with healthy meals and snacks. Staff help children to learn about why the food they eat is healthy and good for their bodies. However, some children's care needs are not met due to the low temperature of the room.
- Parents speak highly of the setting. They are happy with the information they receive about their children's care and learning. They say their children are learning new songs, are happy and are making friends.
- The outdoor areas are well resourced and stimulating for children to explore. For example, older children make the most of the rainy weather and giggle as they watch their umbrellas dance in the wind. Other children are keen to talk about the colours they see in the rainbow that they spot from the window.

## Safeguarding

The arrangements for safeguarding are not effective.

Leaders and managers have not ensured that the temperature within children's rooms is effectively monitored and maintained at a safe level. This does not contribute to the well-being of children or help to meet the basic care needs for children. That said, leaders and managers demonstrate a secure understanding of the indicators that may mean a child is at risk of abuse. All staff understand the procedures to follow in the event of child protection concerns about children and how to report concerns about a colleague when there are concerns about their conduct. Leaders follow safe recruitment guidelines when recruiting new staff.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date
monitor the temperature of all rooms more effectively to make sure it is maintained at a safe level	04/01/2022
ensure all staff consistently plan appropriate experiences for the younger children to ignite their learning and effectively build on what they already know and can do	25/01/2022
ensure staff working with the younger children develop their teaching and interactions to ensure the curriculum is implemented effectively.	25/01/2022

## Setting details

<b>Unique reference number</b>	EY272143
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10130171
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	100
<b>Number of children on roll</b>	64
<b>Name of registered person</b>	Buxton, Yvonne
<b>Registered person unique reference number</b>	RP512112
<b>Telephone number</b>	02476 341881
<b>Date of previous inspection</b>	23 October 2019

## Information about this early years setting

Ducklings Day Nursery registered in 1997. The nursery employs 14 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

### Inspector

Suzanne Taylor

## Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken this into account in their evaluation of the setting.
- The leader, manager and inspector completed a learning walk together to discuss the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection. A joint evaluation of the quality of teaching within an activity took place between the leader and the inspector.
- The inspector spoke to parents at appropriate times and took account of their views of the setting.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector held a meeting with the leader and the manager and discussed how the setting is organised. The inspector reviewed relevant documentation, including evidence of the suitability of staff working at 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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