

# Inspection of Ducklings Day Nursery

170 Attleborough Road, Nuneaton, Warwickshire CV11 4JW

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Inspection date:

10 May 2022

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## **Overall effectiveness**

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## **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

Inadequate

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

### The provision requires improvement

Some improvements have been made in the nursery since the last inspection. However, there are still some areas which require improvement. This is because staff do not receive the support they need to ensure the quality of teaching is at least good in all areas of the nursery. The youngest children are not provided with purposeful experiences which support their learning needs effectively. Often, babies wander about and do not engage with the resources that are set out. Communication and language is not effectively promoted for babies to help them to develop their early speaking skills.

Children are happy in the setting. They have formed strong relationships with staff, who are caring towards them. This helps children to feel safe while attending. Children aged two to three years explore the environment independently. They engage in experiences for long periods of time. Children experience play with flour and chat happily with staff. They laugh together when they say they are making a 'cauliflower cheese cake'.

Pre-school children are industrious. They show high levels of engagement in the activities of their choosing. The oldest children show positive attitudes to learning. For example, they are keen to take part in a rhyming session with staff. They receive lots of praise for their efforts and achievements when they pick out the words in a sentence that rhyme. Older children gain the skills and knowledge they need for their future learning, and their eventual move on to school.

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

- The manager has designed a curriculum which shows the sequence of learning that children need, to build on what they already know and can do. However, for the youngest children, assessment information is not yet used effectively to plan purposeful and challenging play experiences that help them to make progress.
- Staff receive some support from the manager. They attend training to increase their knowledge and understanding of the curriculum. However, this support is not consistent to help identify and address the weaknesses in staff practice, so that the quality of education for all children is consistently good.
- Younger children develop some early speech, such as naming animals that they know when completing a jigsaw. However, communication and language is not consistently and effectively promoted for the youngest children to develop their early speaking skills.
- Story time is a positive experience for children aged two to three years. Children are engaged from the beginning. They are quick to say they need 'good listening' and 'good sitting'. Staff use props to support children to contribute to the story. Children show confidence as they share their thoughts about what is

happening.

- Independence is promoted well for children aged two to three years. Their play environment has recently been improved to enable children to explore all areas more independently. This includes those in need of additional support. For example, children find the toys that interest them. They select the shapes they prefer and begin to line these up in order of size. Other children enjoy painting. They select the tools they want to use to create their pictures. They readily wash their hands when they are finished.
- Pre-school children enjoy an environment which is stimulating. Staff skilfully plan activities, which support and extend children's learning further. For example, they develop their smaller hand muscles, using scissors to cut tape to arrange on their cards. Other children begin to write. They use a notepad to form letters while playing in the role-play area. They say they are 'writing a shopping list'.
- Children behave well. Children routinely use good manners. Staff support children to take turns while they play games. Older children are helped to understand their own feelings and the feelings of others. They are encouraged to be kind to their friends. Children develop positive friendships with their peers and play well together. For example, a child uses resources to role play selling cookies. Children pretend to pay and say 'thank you' when they receive their cookies.
- Parents say their children are happy attending the setting. They say they receive some information about their child's day at collection times. However, parents say that at times, the details are inconsistent and do not always provide them with the information they need about their child's care and learning.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to protect children from harm. They demonstrate a strong understanding of the signs and symptoms that indicate that a child is at risk of abuse. This includes issues of radicalisation and other concerns prevalent in the local area. All staff know the procedures to follow where they have concerns about a child's welfare. They know what they must do if they are concerned about the conduct of a colleague. Recruitment procedures are robust. This includes the background checks that must be carried out to assess whether staff are suitable to work with children. Routine checks are made in the environment to ensure that it is safe for children to attend.

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

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

	<b>Due date</b>
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use assessment information effectively to plan purposeful play experiences which provide challenge and build on what children need to learn next, in particular for babies	16/08/2022
monitor staff practice effectively to ensure the weaknesses in teaching are swiftly identified and addressed, so that the quality of education for all children is consistently good	16/08/2022
improve the quality of teaching to ensure that the youngest children are effectively supported to develop their early communication and language skills.	16/08/2022

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

- provide parents with regular and consistently detailed information about their child's care and learning.

## Setting details

<b>Unique reference number</b>	EY272143
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10218183
<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>	74
<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>	7 December 2021

## Information about this early years setting

Ducklings Day Nursery registered in 1997. The nursery employs 12 members of childcare staff, of whom 10 hold early years qualifications at levels 3 and 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.

## Information about this inspection

**Inspector**  
Suzanne Taylor

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The 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 and considered the impact this has on children's learning. Joint evaluations of the quality of teaching during two activities took place between the manager 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 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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