

Inspection of Baby Ducks

St Nicholas and St Andrew Parish Centre, South Street, Portslade, Brighton, East
Sussex BN41 2LE

Inspection date: 10 October 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this early years setting?

The provision is good

Children respond positively to the warm greeting that staff give them when they arrive. This helps children to feel safe and happy. They positively beam when they interact with the staff and other children. They show consistently high levels of excitement and engage fully in the well-thought-out activities that staff provide for them.

Children make good progress from their starting points. Staff use information gathered from parents and carers to provide targeted support which helps to fill the gaps in children's learning as a result of the COVID-19 pandemic. Children concentrate for long periods as they learn to pick up rice with scoops and transfer it without spilling it. They are watched by attentive staff who offer encouragement and praise them for their achievements. This helps children with their self-esteem and confidence.

Children behave very well. They are considerate towards one another and look after resources. They tidy away enthusiastically and listen attentively to instructions. Children show positive attitudes to their learning and persevere when challenges occur. For example, children think of new ways to transport ice into the play kitchen without dropping it. 'It didn't spill!', they proudly shout.

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

- The manager has clear aims for the nursery and works tirelessly to provide additional support for families. She is committed to providing high-quality inclusive care for all children. Consequently, all children benefit from enhanced learning opportunities. For example, they learn about what makes them unique as an adult skilfully questions them during a dough activity. This helps children's self-esteem and encourages them to celebrate their differences.
- Staff support children's developing language skills very well. They sing songs and read books to the children, encouraging them to contribute to the story or predict what might happen next. Children receive additional support from speech and language therapists if they are at risk of falling behind. This helps to ensure that they maintain good levels of progress.
- Children develop a good range of physical skills. For example, they move confidently in the large outside space. They push along on bicycles and cars and find new ways to move, such as hopping on one foot and sidestepping around obstacles. Children are very physically competent in their activities.
- Parents speak very highly of the nursery and comment that their children make good progress and are happy. They mention that the manager and owner go 'above and beyond' to provide additional support so that their children have the best possible start to their education.

- Staff provide exciting activities for children and skilfully play alongside them to extend their learning. This is evident when staff challenge children to weigh out 'more' or 'less' flour on the weighing scales during a cooking activity. Children learn about mathematical language and concepts such as weight and measurement. These newly learned ideas are then transferred into children's independent play when they join their friends in the play kitchen outside.
- Children's care routines support them to be healthy. For example, children know that they must wash their hands before eating. They get to sample and enjoy new fruits at snack time. However, staff do not always make use of such everyday routines to talk about the importance of healthy eating and oral health.
- Children with special educational needs and disabilities are supported very well. Staff training and collaboration with a wide range of professionals, such as health visitors and social workers, have led to improved outcomes for children.
- Staff provide a good balance of adult-led and child-led activities. However, at times, staff interrupt group times for routine activities, such as handwashing. This means children are not able to benefit fully from adult-led learning with their peers.
- Staff liaise effectively with local schools to manage children's smooth transition to Reception class. They support children to develop high levels of independence and confidence that help to prepare them for school and for further learning.
- Staff plan activities to encourage children to talk about their emotions and name their feelings. They teach children to understand what makes them unique. Staff respond to children's feelings in a sensitive and respectful way. As a result, children develop emotional security from a young age.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibility to keep children safe at all times. They know the signs and symptoms that may be indicators of abuse in children. The manager has appropriate recruitment procedures in place to help check the suitability of those working with children. Staff complete risk assessments of the premises to make sure that hazards are minimised. They attend child protection training and understand what they need to do should they have concerns about a child who may be at risk.

What does the setting need to do to improve?

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

- make the most of everyday routines to help teach children about the importance of healthy eating and oral health
- improve the organisation of group activities further so that children fully benefit from these opportunities and their learning is not interrupted.

Setting details

Unique reference number	EY448830
Local authority	Brighton and Hove
Inspection number	10228687
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 at time of inspection	1 to 4
Total number of places	25
Number of children on roll	25
Name of registered person	Cambell-Smith, Gary Robert
Registered person unique reference number	RP514783
Telephone number	01273 911 373
Date of previous inspection	12 January 2017

Information about this early years setting

Baby Ducks nursery registered in 2012. It operates at the St Nicholas and St Andrews Parish Centre in the Portslade area of Brighton and Hove. The nursery is open during term time only. It runs Monday to Thursday from 8.30am to 3.30pm, and on Friday from 8.30am until 12.30pm. There are six members of staff, five of whom hold appropriate early years qualifications from level 3 to level 6. The manager has early years professional status. The provider receives funding to provide free early education to children aged two, three and four years.

Information about this inspection

Inspector

Tina Lambert

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector had a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector carried out a joint observation with the deputy manager.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents and carers shared their written and verbal views with the inspector.
- The inspector looked at relevant documentation, including the suitability of staff working in the setting and paediatric first-aid certificates.
- Children spoke to the inspector during the inspection.
- The inspector spoke to staff during the inspection and observed the quality of their interactions with children.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022