

Inspection of Ducklings Private Nursery

Moor Hall School, Rowallan Road, Sutton Coldfield, Birmingham B75 6RE

Inspection date: 6 December 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the nursery. They enjoy the established daily routines. These provide children with times to play and learn indoors and outdoors in the fresh air. Children have access to the larger school play areas, alongside their own outdoor play space. They build on their physical skills as they practise movements, confidently walking backwards and sideways. They use chalk to draw onto large walls and look at the colours in the rainbow.

Staff are kind and caring and provide children with warmth and reassurance. Children who may be 'under the weather' receive good care and consideration. Any minor distress is quickly acted on by staff, who take time to comfort the children. Regular reminders to wash hands and wipe noses teach children to prevent the spread of germs. Children are learning to become independent in their own personal care.

Children behave well. Staff provide consistency and model good behaviour. Simple rules help children to understand what is right and wrong. Through discussion, children think about how their behaviour affects others. As a result, children are learning to self-regulate their own feelings and emotions. Children begin to understand about sharing and respect for others. Staff hold high expectations for children to do well. The curriculum takes account of any gaps in children's learning because of the recent COVID-19 pandemic.

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

- Leaders have a clear understanding of what they want children to learn. They share this with the staff team. Effective partnership with parents helps staff to gain information about what the children know and can do. Staff use this information to plan for children's next steps in learning. However, on occasion, the planning of activities does not always ensure that the learning intentions are fully met.
- There is a strong focus on children's speech and language development. Staff listen to what children say. Children are becoming confident in expressing what they want to do. Children's interest in aliens is used to help teach children about Christmas. Staff use songs and rhymes about aliens to hold children's imagination as they practise for the festive play. Children engage and are eager to take part, and they sing the songs well and with enthusiasm. However, at times, some children disengage from activities. This means that they are not always fully supported to make the very best progress.
- Staff are skilful in teaching children how to behave. Children sit 'behind the line' while they take part in games, such as 'what's in my bucket'. They concentrate and follow simple instructions that will help them in their next stage of learning.

Children join in with the rhyme and eagerly anticipate what will be in the bucket when it opens. They squeal in delight at the object. Staff introduce new words as they describe the 'spiky, squashy' ball.

- Children begin to develop an understanding of early mathematics and technology. While making cakes, children look at the numbers on the weighing scales. Staff pose questions to encourage simple prediction, such as 'What might happen to the number if they add more sprinkles onto the scales?' Children recognise the numerals and shout these out.
- Good hygiene practice supports healthy snack and mealtimes. Staff are aware of children's individual dietary requirements and ensure these are met. Good staff supervision at lunch and snack times teaches children to sit and be safe while eating. Older children learn to take responsibility for their own care and well-being. They help to clear their plates away after the meal.
- Leaders provide information to staff about their roles and responsibilities. New staff have an induction period where they learn about practice, policies and procedures. They have access to a programme of training that supports and builds on their existing skills. Staff have a supervision session each term, and there is also an annual appraisal. These help staff to focus on improving the quality of care and education for the children attending.
- Partnership with parents is good. The nursery has an online system. This provides parents with details about their children's progress at the nursery. It also provides details of any daily events that parents need to be aware of. Parents report that they are happy with the care and education their children receive.

Safeguarding

The arrangements for safeguarding are effective.

The premises are secure. A video monitor checks the identity of any visitors before they gain access to the children's areas. Leaders monitor the safety of the setting and have an overview of any risks to children that may require action. Staff understand their role to keep children safe. They are familiar with local authority procedures and the signs and symptoms that may indicate that a child may be more vulnerable or at risk of abuse. Staff know what to do should they have a concern about a child in their care.

What does the setting need to do to improve?

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

- further strengthen staff practice to help children fully engage with the activities on offer, to support their emerging needs
- consider fully the focus of activities so that they consistently meet the learning needs of the children taking part.

Setting details

Unique reference number	2643261
Local authority	Birmingham
Inspection number	10265641
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	36
Number of children on roll	40
Name of registered person	Ducklings Private Nursery LTD
Registered person unique reference number	2643263
Telephone number	0121 3080456
Date of previous inspection	Not applicable

Information about this early years setting

Ducklings Private Nursery registered in 2021. The nursery employs eight staff. Of these, six hold appropriate early years qualifications, one at level 6 and five at level 3. Two staff are not qualified. The nursery is open Monday to Thursday, all year round, from 7.30am to 6pm, and from 7.30am to 3.45pm on a Friday. Funded early education is provided for two-, three- and four-year-old children.

Information about this inspection

Inspector

Yvonne Johnson

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 joined the inspector on a learning walk and discussed how the provider organises the early years curriculum.
- The inspector carried out joint observations of group activities with the manager during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector took account of the views of parents and carers. They spoke to staff and children at appropriate times during the inspection.
- The manager and inspector took a tour of the premises and considered what action was taken to ensure its safety and suitability.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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