

Inspection of Little Ducks Nursery - North Duffield LTD

North Duffield Cp School, Broadmanor, North Duffield, Selby YO8 5RZ

Inspection date:

20 October 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

The owner has recently recruited a suitably qualified, experienced manager, who has high expectations for staff teaching and children's progress. The new manager is confident about the curriculum intent, particularly for pre-school children. However, although she has identified the need to strengthen staff's interactions with babies and younger children, some staff do not yet have a clear understanding of how to implement the curriculum to help these children to build their learning over time. This means that they are not always challenged to build on what they can already do. Some staff do not have the same high expectations for their learning as they do for older children.

The owner is passionate about the nursery and aims to provide children with a home-from-home, family environment. Children eagerly arrive and immediately take part in activities of their own choice. For example, older children are engrossed in making marks using stencils, and younger children manipulate dough with rolling pins. This helps to build children's physical skills and coordination ready for early writing. Staff encourage children's imagination and independence skills as they paint on a cardboard cut-out of a body. Children create a self-portrait and begin to recognise other people's uniqueness. Overall, children are happy and well motivated to learn. They have warm and positive relationships with the caring staff.

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

- Younger children's learning is not always extended well during large-group activities. Staff do not always consider the impact of the size of the group to ensure that children remain fully engaged and interested in their learning. This means that they are not consistently stimulated and inspired to learn more. During some activities and routines, some younger children are overlooked.
- Partnerships with parents are effective. Parents receive a warm welcome when they arrive with their child and are given detailed, daily feedback at the end of the session. Parents are very happy with the care that their children receive. Staff have a very good knowledge of children's individual care needs and family circumstances, and work well to ensure that all children are self-assured.
- Children's good health is prioritised by staff. Staff ensure that they teach good hygiene practices, with particular regard to handwashing, independent toileting and oral health. For instance, staff dress up as a dentist and have fun talking about the value of regular visits to the dentist and brushing teeth regularly. Staff help children to understand the value of eating nutritious food to enhance their healthy lifestyles. They ensure that children's care needs are consistently met in relation to nappy changing. Staff consistently encourage babies who are learning to walk to cruise around the furniture, under their close supervision.
- All children develop a love of books. They enjoy being read to and become

absorbed in what is happening in the book. Children learn early literacy skills. They start to recognise letters, and are beginning to know what their name looks like, ready for their move to school.

- Staff support children with special educational needs and/or disabilities well. They work effectively with other professionals, such as portage workers, paediatricians, hearing specialists, and speech and language therapists, to meet children's individual needs.
- Children's behaviour is consistently good. For example, they follow staff's instructions happily, such as helping to tidy up when asked, and wait patiently for their turn in a Halloween game. Staff are vigilant about the safety of children and use consistent gentle reminders about the nursery's expectations for behaviour.
- Older children who arrive to use the breakfast club are very considerate of the younger children and include them in their conversations and activities. After-school children, who use the school hall, are well behaved and happily engage in the activities provided by staff. Links with the host school are good. For instance, they practise fire drills together and share quality assurance audits, such as for safeguarding, to help ensure that children are consistently safe.

Safeguarding

The arrangements for safeguarding are effective.

The owner ensures that staff undertake regular training in the setting's safeguarding policies and procedures. This means that they have a secure knowledge of how to identify and report any concerns, including safeguarding issues, such as extremism and female genital mutilation. The owner carefully checks newly recruited staff to ensure that they are suitable to work with children. Children are kept safe in the nursery through effective procedures for risk assessment and good hygiene measures. The owner ensures that staff-to-child ratios are consistently met in order to meet the needs of children.

What does the setting need to do to improve?

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

- embed the supervision and coaching systems in place to address gaps in staff's knowledge in order to implement the curriculum and improve the quality of education provided to babies and younger children
- improve staff interactions in group activities to enable younger children to focus, concentrate and stay fully involved in their learning.

Setting details

Unique reference number	2689584
Local authority	North Yorkshire
Inspection number	10259562
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	0 to 7
Total number of places	33
Number of children on roll	35
Name of registered person	Little Ducks Nursery - North Duffield LTD
Registered person unique reference number	2689583
Telephone number	07738291790
Date of previous inspection	Not applicable

Information about this early years setting

Little Ducks Nursery - North Duffield LTD registered in 2022. It is located in North Duffield, near Selby, North Yorkshire. The setting employs six members of childcare staff. Of these, two hold appropriate early years qualifications at level 4, one holds a level 3 qualification and one holds a level 2 qualification. Sessions are from Monday to Friday, 7am to 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jan Harvey

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed staff interactions with children and the impact these have on children's learning.
- The inspector and the manager completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- The inspector carried out several joint observations of staff with the provider and the manager and discussed the findings.
- The inspector held discussions with the provider and manager about how they identify improvements, monitor staff practice and support the staff team. She spoke to staff, children and parents and took account of their views.
- The inspector sampled a range of documentation, including children's registers and records, safeguarding and safety policies, and suitability checks.
- The inspector held a discussion with the headteacher at the host school.

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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