

Inspection of Ducklings Day Nursery

170 Attleborough Road, Nuneaton, Warwickshire CV11 4JW

Inspection date: 14 March 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children display a strong sense of belonging in this homely and welcoming nursery. They learn to be independent. Babies and toddlers explore and investigate toys and resources that are easily accessible. Two-year-old children learn to put on their coats. Older children are responsible for their coat and bags, which they place on their peg when they arrive. They select their name card and place this on the registration board. All children help themselves to fresh water when they are thirsty.

Staff create a learning environment where children have tremendous fun. Pre-school children join in various activities linked to 'Mother's Day', such as making cards. They use a variety of tools, including pens, paint brushes, scissors and glue sticks, with precise control. Children talk confidently about their ideas with staff and each other. They are clearly proud of their creations. Children link letters and sounds and can write letters of their name. Children enjoy time together during snack and mealtimes. They learn about healthy eating options and the effect food has on the body. Children comment on why they need to clean their teeth, 'so they don't get dirty and broken'. Children are motivated learners, who develop positive attitudes towards their learning. All children, including those with special educational needs and/or disabilities (SEND), make good progress from their starting points.

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

- The manager has made significant improvements since the last inspection and has addressed the actions raised. Staff are now provided with regular supervision and the quality of teaching is monitored through observation of staff's practice. Staff receive training, relevant to the needs of the children, as well as useful feedback to help to improve their teaching practice.
- The manager has devised a rich, varied and ambitious curriculum that is understood and implemented effectively by all staff. This helps children to develop the skills they need for future learning, including their future move on to school.
- The manager and staff have high expectations for all children. Throughout the nursery, staff make regular observations and assessments of children's learning. They use assessment information effectively to plan a wide variety of exciting, ambitious activities and experiences that provide challenge and build on what children need to learn next. The manager ensures additional government funding is used for those for whom it is intended.
- Support for children with SEND is a strength of the nursery. Staff have targeted plans in place. They work closely with other professionals to help to ensure these children receive the support they need to make the progress they are

capable of. Staff adapt activities to ensure they are inclusive.

- Staff have high expectations for children's behaviour. Consequently, children behave well. Children are kind and caring towards one another. For example, at snack time children collect a cup and plate for their friends. They say 'you first' as they pass over the milk jug.
- Children have regular opportunities to play outdoors and engage in physical activities. For instance, children concentrate as they use balance on tyres and plastic crates, which helps them to develop their body strength and coordination. However, staff do not fully promote children's learning potential in the nursery outdoor area, because they have not yet developed the area to help to promote children's skills in all areas of learning. This does not support children who prefer to learn outdoors.
- Children look forward to group activities, such as the dance sessions and story time. However, on occasions, staff do not take account of the space available when planning these activities, so children cannot always fully engage or at times they lose enthusiasm in the activity.
- Staff support children's mathematical development throughout the nursery. Children count confidently in sequence and start to recognise numbers and shapes.
- Staff extend older children's learning as they ask them questions that make them think, links to their prior learning and develops their language skills and imagination. Staff help two-year-old children to build sentences.
- Babies are settled and content. Staff respond swiftly to their needs to ensure they remain happy and comfortable. Staff in the baby room develop babies' and young children's communication skills effectively. They constantly comment on what they are doing and repeat children's babbles and sounds. This reinforces that their vocalisations are important and supports their language development.
- Parents are highly complimentary about the nursery. They comment on the progress their children make, in particular with their social skills and speech and language. They talk about the kind and caring staff and how well staff know their children.

Safeguarding

The arrangements for safeguarding are effective.

The manager has robust recruitment procedures in place to help to deem staff suitable to work with children. Staff and managers have a clear knowledge of the signs and symptoms, which may indicate a child is at risk of harm. They know how to report any concerns, including allegations against those working with children. Daily checks and risk assessments are carried out to identify and remove any hazards, to help to ensure the environment is safe for children to play in. Staff supervise children well. Children learn to keep themselves safe. For example, they learn to handle scissors safely.

What does the setting need to do to improve?

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

- support staff to enhance the outdoor learning environments to provide learning experiences that are rich, varied and stimulating, particularly for those children who prefer to learn outdoors
- review the organisation of the learning environment to help to make sure that there is enough space for children to participate fully in activities.

Setting details

Unique reference number	EY272143
Local authority	Warwickshire
Inspection number	10244071
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 4
Total number of places	100
Number of children on roll	74
Name of registered person	Buxton, Yvonne
Registered person unique reference number	RP512112
Telephone number	02476 341881
Date of previous inspection	10 May 2022

Information about this early years setting

Ducklings Day Nursery registered in 1997. The nursery employs 13 members of childcare staff, of whom 10 hold early years qualifications at levels 3 to 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
Karen Laycock

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Staff spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector carried out a joint observation with the manager.
- Parents shared their views of the setting with the inspector.

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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