

Inspection of Little Ducklings Day Nursery

Campbell Road, Woodley, READING RG5 3NA

Inspection date: 4 May 2023

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this delightful nursery. They are exceptionally happy, confident and motivated to learn. Children demonstrate that they feel extremely safe and secure as they eagerly join in with the precisely planned learning experiences staff offer. Staff inspire children with their enthusiasm, and challenge their thinking through deep and engaging conversations and interactions. They have excellent knowledge of how to build on what children know and can do and extend children's learning to a higher level. For instance, when children listen to a familiar story about a fish, staff ask questions to check children's understanding. Children remember new vocabulary as they name the 'plaice' and 'vampire squid'. They eagerly recall that a plaice is flat and that the vampire squid lives in the 'midnight zone'. Staff take their time to explain and build on what children know about underwater habitats. They have high expectations for what children can achieve. All children, including those with special educational needs and/or disabilities make exceptional progress in their development.

Children's behaviour is exemplary. They have excellent social skills and are extremely polite and friendly. They are wonderfully considerate of one another as they play. For example, babies and toddlers respond as staff model how to take turns as they stack blocks and learn to share. Pre-school children support each other as they complete an obstacle course together. They wait patiently for their friends to finish a section and praise each other for keeping trying. Children develop empathy and respect for others in a positive and harmonious environment. The strong focus that staff place on children's well-being and sense of self-worth ensures they achieve the best possible outcomes.

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

- Babies receive the most loving and affectionate care from the staff who sensitively look after them. They respond with beaming smiles as staff sing familiar songs, using puppets. They relish the fantastic experiences staff provide, such as exploring different paints and materials with all their senses. Staff are exceptionally skilled at recognising babies' cues and respond to each child's individual needs incredibly well.
- Staff form excellent partnerships with parents. They take time to really get to know each family well and share information about children's progress. Parents overwhelmingly praise the nursery staff for their exceptional support and individual approach in helping children settle when they first join the nursery. They are fully involved in their children's learning and supported to continue this at home.
- Staff create wonderful experiences for children to have conversations together and reflect on their day. For example, children sit together in small groups and

have 'reflection time'. They talk about their feelings and remember some of their favourite parts of the day. Children talk with excitement about starting school and discuss the different uniforms they will wear. Younger children discuss what they had been drawing together and recall that bubbles and tractor wheels are circle shaped. Staff make sure every child has a chance to share their thoughts and views.

- Children spend vast amounts of time outdoors reaping the benefits of fresh air and exercise. Staff provide children with exciting challenges that extend their knowledge and skills across all areas of learning. For example, younger children are fascinated to explore what happens when they make marks with water, and they learn about how the water disappears when it evaporates. Older children extend their physical skills as they manage their own risk through climbing and negotiating different obstacles. Staff ignite children's curiosity and sense of wonder as they explore the natural world around them.
- Staff are passionate about ensuring children are well prepared with the skills they need to be independent, resilient and confident to do things for themselves. For instance, at mealtimes, children of all ages get involved in aspects of the routine. Babies select pieces of food to add to their plates as older children use tongs to carefully serve potatoes. Toddlers demonstrate immense pride when they have a go at drinking from an open cup. Staff promote children's important fine motor skills and coordination. Children have a wonderful sense of achievement as they master these new skills.
- Staff ensure that the activities they plan and books they read are purposefully chosen to deliver high-quality and meaningful teaching. For instance, children listen to a story with an important message about being unique and celebrating their individual personalities. Staff use these opportunities to discuss what makes each person different or similar.
- The inspirational manager and her dedicated team are incredibly reflective and work closely together. The manager leads her staff team with a clear vision and strives for excellence. Regular supervision and staff training help to ensure that every member of the team is continually developing their practice. Staff share the information they have learned from training with others so that new skills and knowledge are embedded across the whole staff team.

Safeguarding

The arrangements for safeguarding are effective.

Staff are acutely aware of their role in safeguarding children. They thoroughly understand their responsibilities to report any concerns about children or adults working with children. Staff undertake training to keep their knowledge of the signs and symptoms of abuse up to date. Leaders undertake robust recruitment processes to ensure the suitability of staff employed to work with children. They put in place effective arrangements to check the ongoing suitability of staff. The nursery premises are safe and secure for children. Staff have a clear understanding of all the setting's policies and procedures. For instance, they robustly follow children's individual dietary requirements and safe-sleep guidance for children and

babies that nap at the setting.

Setting details

Unique reference number	EY426979
Local authority	Wokingham
Inspection number	10280708
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	62
Number of children on roll	92
Name of registered person	Little Ducklings Day Nursery Limited
Registered person unique reference number	RP530601
Telephone number	01189272822
Date of previous inspection	2 August 2017

Information about this early years setting

Little Ducklings Day Nursery opened in 1995, changed owners in 2006 and re-registered as a limited company in 2011. The nursery is situated in Woodley, Berkshire. The nursery is open five days a week from 8am to 6pm, for 51 weeks of the year. It is in receipt of funding for the provision of free early education to children aged two, three and four years. The nursery employs 17 staff who work directly with the children. Of these, nine hold relevant qualifications at level 3 to level 6. The manager holds an honours degree in early years education.

Information about this inspection

Inspector

Alice M Roberts

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 setting.
- The inspector spoke to staff and children at appropriate times during the inspection.
- Parents shared their views of the setting, both in person and through written accounts.
- The manager and inspector carried out a learning walk and discussed the intentions for the curriculum.
- The inspector observed the quality of education during activities and assessed the impact this had on children's learning.

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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