

Inspection of Dinky Ducks Day Care

Oaktree Family Group, Alver Valley Family Centre, 19 Falcon Meadows Way,
Gosport PO13 8AA

Inspection date: 5 May 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children come into the setting happily. They are warmly greeted by the kind and caring staff. Children behave well at nursery and staff have high expectations for their behaviour. Staff model to children how to solve minor conflicts and support them to do this independently. Children are challenged in their physical development. For example, very young children climb up and down a climbing frame with great delight. Older children enjoy creating their own obstacle courses and challenge themselves to jump as high as they can off the cable reel while being supported by staff. Staff develop children's knowledge of the world around them. For example, children learn about the coronation, as they take part in a 'crowns and tiaras' day. They enjoy having their face painted, creating red, white and blue pictures as well as talking about the King and Queen.

It is important to staff that children develop their independence skills. It is an embedded part of daily practice and children develop skills from a very early age. For example, very young children begin to learn how to wash their hands using the hand-over-hand method. This then progresses to children doing this for themselves as they develop confidence. Children also learn how to wipe their own noses, dispose of the tissue and wash their hands afterwards.

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

- There is a curriculum in place that is ambitious and builds on what children know as they progress through the nursery. However, staff's understanding of the curriculum needs strengthening, to ensure that it is focused enough and that staff understand the overall aims for learning fully.
- Children make good progress, in particular children with special educational needs and/or disabilities (SEND). Staff swiftly act to ensure intervention groups are in place to support children with SEND to help close the gaps in development. For example, children take part in 'bucket time', where staff skilfully capture their attention as they observe different sensory toys.
- Older children's language is well supported with intervention programmes in place. For example, staff run a listening and attention group regularly for children. However, this support is inconsistent for the very youngest children. Although children hear new words and are encouraged to babble the majority of the time, there are times when they do not hear sufficient language. This impacts on the progress very young children make with their language skills.
- Staff feel their well-being is supported well and that they can always approach management if needed. Managers take the time to ensure that staff who need support have the opportunity to speak with themselves as often as they need.
- Staff regularly undertake training that will benefit the children in their care. For example, they are developing their support for military families, having attended

a 'military matters' training. From this staff have introduced things, such as a map to show where parents are and pictures of children's parents in uniform available in the setting.

- There are strong parent partnerships in place. Staff ensure they offer support to parents through a variety of ways. For example, key persons have regular meeting with parents. They signpost parents to relevant groups, as well as share updates and ideas online, for example through online learning journals.
- Parents speak highly of the setting. They comment on the kind and caring staff. Parents feel that staff really know their child and help them make good progress in their learning. They comment on the good communication between themselves and staff.
- Staff model their expectations for children's behaviour. This helps children to see the behaviours that are expected of them, such as being courteous to one another and validating each other's feelings.
- Children who speak English as additional language make good progress. They are supported well by staff. Staff ensure that children can recognise themselves within the resources available to them. For example, staff encourage children and families to bring in items they would usually find in their homes to be part of the home corner at nursery, such as familiar food packaging. Staff also encourage children to use their home languages, and staff learn familiar words themselves.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of their roles and responsibilities in safeguarding children. They know the signs and symptoms that may indicate a child is a risk of harm. Staff understand the processes to follow when reporting a concern about a child to their designated safeguarding lead and then on to relevant local safeguarding partners, as required. Staff show a secure knowledge of how to respond in the event of an allegation against a member of staff if they needed to. They have an in depth knowledge of a variety of safeguarding concerns, such as bruising in non-mobile babies. Managers have a secure understanding of safer recruitment practices and ensuring the ongoing suitability of staff.

What does the setting need to do to improve?

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

- strengthen staff's understanding of the curriculum to ensure that it is precise and that they understand the overall aims for learning
- develop interactions further to build on very young children's emerging language skills.

Setting details

Unique reference number	EY294995
Local authority	Hampshire
Inspection number	10286828
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	76
Number of children on roll	107
Name of registered person	Oaktree Family Group Ltd
Registered person unique reference number	RP900885
Telephone number	02392 512967
Date of previous inspection	5 June 2018

Information about this early years setting

Dinky Ducks Day Care registered in 2004. The nursery opens each weekday from 7am to 6pm, all year round, except for one week over Christmas and all public holidays. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are 25 members of staff employed to work with the children. 16 members of staff hold a recognised early years qualification at level 2 or higher.

Information about this inspection

Inspector

Natasha Jarvis

Inspection activities

- This is 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 managers explained the curriculum intentions to the inspector during the learning walk.
- The inspector took part in discussions with the managers and staff during the inspection.
- The managers and the inspector observed and evaluated an activity together.
- The inspector sampled relevant documents.
- The inspector observed staff and children throughout the day.
- Parents shared their views with the inspector through discussions.

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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