

# Inspection of Little Ducklings

Murdoch House, Hemingfield Road, Barnsley S73 0LY

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Inspection date: 25 May 2023

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Inadequate

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children arrive happy and eager to explore the environment at this welcoming nursery. Staff greet children and families warmly. They welcome parents into the nursery. Parents drop off and collect their children from their rooms. Staff use this time to share information with parents. Children feel safe and secure. They have formed positive relationships with staff. Children go to them for comfort and will ask for help if needed. However, staff do not always find out about babies' interests, likes and dislikes when they first start. This means it is sometimes difficult for staff to support children's well-being from the very beginning.

Overall, children are generally calm and concentrate on their play. Younger children explore the areas and activities available with interest. Babies learn to stand and strengthen the muscles in their legs. They climb into the sand tray and take their socks off to feel the sand on their toes. Toddlers play alongside their friends as they explore a sensory activity. Pre-school children talk and listen to their friends as they play in the water. However, at times, older children do not engage in the activities provided indoors. Staff do not always have high expectations of all children's behaviour. As a result, some children do not always learn to follow the rules of the nursery. At times, older children do not always engage in meaningful learning.

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

- Staff collect information from parents about babies' routines. Children's individual care needs are supported well. However, staff do not always find out about their interests, likes and dislikes. This means staff sometimes find it difficult to settle new children quickly.
- Staff do not always plan activities that allow all children to engage in their learning. Older children do not always benefit from meaningful learning. As a result, children sometimes lose focus. Children do not always show positive behaviour and attitudes to their learning.
- Staff do not always teach the older children about the rules of the nursery. They do not consistently have high expectations of all children's behaviour. When staff ask children to use their inside voice, this is often shouted across a noisy room. Staff do not always explain what they want the children to do. Children continue to shout.
- Leaders and managers have a clear overview of what they want children to learn. Each room builds on what children know and can do. For example, staff teach children the skills they need to be able to use a knife and fork and serve their own food.
- Children look at books independently. Babies bring a book to share with an adult. Toddlers choose their favourite song from the song box and join in with

the actions. Young pre-school children sit and look at catalogues, turning the pages carefully. Older children act out the story of 'Stick Man' when playing near the tree outside. Children develop a love of stories, songs and rhymes.

- Children develop good physical skills. Babies have the space to crawl and move about in the environment. Staff encourage babies to stand and build the strength in their legs. Mobile babies practise walking over a small bridge as they hold onto the rail. Older children go up and down steps confidently. They balance along an obstacle course. Children are confident and show a can-do attitude.
- Language development is supported well. Staff comment on what children are doing and name objects. They introduce new words. For example, staff introduce the word 'bouquet' when children are learning about flowers. Children and staff engage in back-and-forth conversations. Children are confident speakers.
- Children with special educational needs and/or disabilities are supported well. Staff work with other agencies to ensure that support is in place to meet children's needs. Staff undertake additional training so they can support the specific needs of individual children.
- Parents are very positive about the nursery. They say staff are kind and nurturing. Parents comment that their children develop social skills and become independent. Children talk about the staff at home. They build positive relationships with them. Staff encourage families to make use of the clothing exchange and book library, and to attend open days.

## **Safeguarding**

The arrangements for safeguarding are effective.

The setting is safe and secure. Routines and procedures are in place to ensure that children cannot leave the premises unaccompanied. Staff complete regular headcounts, particularly during transition times. Staff follow procedures to ensure that they deal with accidents appropriately. All staff attend paediatric first-aid training. Staff have a strong knowledge of the signs and symptoms of abuse and of a range of topics. There are clear procedures in place to report any concerns about children or staff. Managers support the ongoing development of staff. Effective supervisions are in place to identify any safeguarding concerns. There are robust recruitment procedures in place to ensure that only suitable people work with children.

## **What does the setting need to do to improve?**

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

- strengthen the existing key-person system to ensure that information is gathered to include children's interests, likes and dislikes so that staff can

support children more effectively when they first start

- strengthen planning to ensure that all children consistently benefit from meaningful learning inside, so that the available resources meet the children's needs and promote their focus on learning
- ensure that all staff have high expectations for all children's behaviour and expectations are commonly understood and applied consistently in all rooms.

## Setting details

<b>Unique reference number</b>	EY442316
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	10270214
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 9
<b>Total number of places</b>	100
<b>Number of children on roll</b>	122
<b>Name of registered person</b>	Little Ducklings Child Care Barnsley Limited
<b>Registered person unique reference number</b>	RP902514
<b>Telephone number</b>	01226 755 789
<b>Date of previous inspection</b>	5 December 2022

## Information about this early years setting

Little Ducklings registered in 2012 and is in Wombwell, Barnsley. The nursery employs 24 members of childcare staff. Of these, 16 hold an appropriate early years qualification at level 3, one at level 5 and one at level 6. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Miriam Caldecott

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The manager and inspector carried out a joint observation of a group activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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