

Inspection of Ducklings @ Rochdale

1027 Rochdale Road, Manchester M9 8AJ

Inspection date: 11 July 2023

Overall effectiveness

Requires improvement

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

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

The provider does not ensure there are enough staff to support children at the start of their day. This means that, although children are supervised and kept safe, they struggle to settle into their learning when they arrive at nursery. Once settled, children play happily. However, they do not always receive the support they need to help them engage and learn more. During some learning activities, children become disinterested because staff are not on hand to support them. For example, babies show a strong desire to begin to stand and walk but staff are not always on hand to help them develop their skills.

Leaders have identified a simple curriculum designed to prepare children for school. However, this is not consistently implemented by staff because they do not know how to teach all the curriculum aims effectively. Staff provide a range of opportunities for children, such as making marks on paper, sharing books and scaling climbing frames. However, staff do not teach all children the key skills, such as how to listen and maintain focus. This means children do not make as much progress as they are capable of. Children do not always have a positive attitude to their learning. For example, they push one another as they use the slide in the garden. Staff do not teach children strategies for sharing and taking turns consistently. Nevertheless, children demonstrate secure and happy relationships with staff. Children with special educational needs and/or disabilities (SEND) receive the support they need to help them make progress.

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

- The manager is relatively new to the position and has worked hard to develop a professional culture among staff and parents. She aspires to provide high-quality childcare and education. However, due to staff shortages, she is not able to deploy staff effectively to ensure the needs of children are always met. This has a negative impact on children's learning and development.
- The provider has designed the curriculum in partnership with other nurseries in the group. It is well sequenced and appropriate for the children who attend. However, it is not implemented effectively. Staff do not have the time to support children fully. Furthermore, staff do not benefit from training and support that enables them to develop their individual teaching skills. As such, the quality of children's learning is variable.
- Staff support children's emotional well-being through warm, positive relationships. Nonetheless, children do not develop the skills they require to help them regulate their emotions. This is because staff do not always explain to them how to negotiate with others or how to cope with their feelings. This means children sometimes behave inappropriately, such as throwing toys to the floor.

- Some staff provide quality interactions for children. They make comments about what they are doing and model new vocabulary, such as 'ant' and 'bee' as they play alongside babies. Staff read stories and sing songs such as 'Incy Wincy Spider'. Children try hard to join in with the actions. On occasion, staff do not give children enough thinking time to respond to questions. This means children are not able to practise the new words and concepts they are learning.
- Leaders ensure children with SEND are able to access the curriculum. The special educational needs coordinator promotes partnerships with parents and/or carers well. They work well with other professionals to ensure children receive the support they need. Key persons get to know children and their families well and make best use of additional funding.
- The provision for helping children learn how to develop healthy lifestyles is in its infancy. The cook provides children with healthy meals; for example, vegetable gravy accompanies the main meal and fruit yoghurts are served for pudding. Children brush their teeth after eating. Children play outside regularly and visit local parks. This supports their good physical development and health.
- Staff have developed positive relationships with parents. This helps children to trust staff and feel safe in their care. Parents report that they appreciate the warm welcome they receive from the staff. However, parents do not always know who looks after their child and what they are learning about.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead and the provider demonstrate a good knowledge and understanding of a wide range of indicators of abuse and neglect. They know who to contact should they be concerned about the welfare of children or the suitability of an adult working with children. Staff access regular safeguarding training; this helps to keep their knowledge up to date. The premises are risk assessed by staff. If risks are found, the management reduce or eliminate the risks appropriately. Visitors to the nursery are appropriately supervised and informed of the settings policies and procedures in relation to mobile phones. This helps to keep children safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that staff:child ratios are met	16/08/2023
ensure that staffing arrangements meet the needs of all children and enable them to access the curriculum.	16/08/2023

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

- develop consistent behaviour management strategies so that all children learn to manage their behaviour appropriately
- support the manager and staff to develop their individual skills to ensure consistent, good-quality teaching.

Setting details

Unique reference number	2639650
Local authority	Manchester
Inspection number	10286021
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	1 to 4
Total number of places	50
Number of children on roll	50
Name of registered person	Ducklings Limited
Registered person unique reference number	RP910109
Telephone number	07828807290
Date of previous inspection	Not applicable

Information about this early years setting

Ducklings @ Rochdale registered in 2021. The nursery is situated in Blackley, Manchester. The nursery is open each weekday, from 7.30am until 6pm, for 51 weeks of the year. There are nine members of staff. Of these, one holds an appropriate early years qualification at level 6, one holds level 4 and five hold level 3. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lois Hulley

Inspection activities

- This was the first routine inspection the setting 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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager, area 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.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023