

Inspection of Ducklings Private Nursery

Moor Hall School, Rowallan Road, Sutton Coldfield, Birmingham B75 6RE

Inspection date: 26 April 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Children thrive and flourish at this welcoming nursery. Staff create an environment which meets all the needs of the children. Children separate with ease from parents and those who may become upset, are soon settled by caring and attentive staff. Children are eager to learn, and staff facilitate this by providing activities which ignite a thirst and curiosity for learning. Staff teach children about life cycles. Recently they have hatched ducks from eggs. Children talk about how one was not strong enough and it died. Staff talk about the different growth cycles of frogs, from spawn, to tadpoles, froglets and frogs. Children learn the difference between a reptile and an amphibian.

Activities are carefully planned by staff who fully understand the learning intent behind each one and what it is they want children to learn. Children enjoy manipulating clay to make their own duck tea light holders. This helps strengthen their fingers for pen control and writing. Mathematics is threaded seamlessly in activities. Staff support children to count and look at colours when playing with building blocks or digging and scooping in the sand. Appropriate challenge is provided for children who are more able as staff teach about 3D shapes and concepts. Children are highly motivated and fully engage in activities sustaining long periods of time at them. Staff skilfully interact with children and continually enhance their learning.

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

- Leaders and staff have made significant improvements since last inspection. The premises are safe and secure. Staff have received 12-week training programme of support. Effective supervisions of staff and access to professional development opportunities ensures the quality of teaching is good, and at times, exceptional. Staff say they feel supported and relish the opportunity to learn more. They are confident in the role they play to safeguard children.
- The nursery curriculum is designed to build on children's knowledge and enhance this with experiences they may not receive elsewhere. For example, children enjoy catching the bus to visit a residential home for the elderly or they walk to their local library. Staff have high expectations for children's learning. Children are provided with lots of opportunities to practise their skills, so they become deeply embedded. Consequently, children make good progress in their learning and are ready for the next stage, and their eventual move to school.
- Children develop a deep love for literacy. They independently chose their stories and staff sit and read with them. Encyclopaedias are available and children sit and talk with staff about different farms. At a dairy farm they talk about where milk comes from and what can be made from it. This sparks discussions about different types of food and what is healthy and what is not.

- Staff are passionate and care deeply about the role they play in shaping young minds. The nursery is currently introducing an early reading programme. This takes place in small group and larger group activities. Children submerge themselves fully in this activity. However, during some group activities, children who are more confident overshadow those who are not. This means that not all children have the same experience of the curriculum.
- Parents speak highly of the nursery and staff. They say their children make good progress in their learning. Information gathered from parents help staff to plan precisely for their child's next steps in learning. This information is shared regularly with them. Parents say they receive support so they can continue their child's learning at home.
- Support for children who may have special educational needs and/or disabilities (SEND) is good. The nursery has a trained SEND member of staff who regularly liaises with external agencies. They support parents with any referrals and put a target plan in place to help close any gaps in learning. This means children make the best possible progress they are capable of.
- A strong focus is placed on communication and language. Staff provide a rich environment where children are constantly exposed to language and words. They encourage children to talk and express themselves. Children who may speak English as an additional language receive support to communicate through pictures and sounds.
- Children enjoy lots of fresh air outdoors. They are supported to take risks in a safe and controlled way. Staff help children to walk along balance beams and climb onto wooden cubes. Children jump off but know they must wait for their friends to move. Team games, such as 'Duck, Duck Goose' support children to work together and take turns. Children are respectful and kind to each other. They ensure everyone has a turn, including their friends with SEND who need that extra support.
- The nursery promotes independence. Leaders want to provide more opportunities for children to independently choose whether to learn indoors or outdoors. Currently the nursery uses the school playground and fields, but this is restricted to certain times. The nursery has a small outdoor space and currently operate free flow from indoors to outdoors. Leaders want to enhance the outdoor provision to allow more space for the curriculum to always be delivered, especially for those children who prefer to learn outdoors.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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 facilitate group activities to allow children with less confidence to be able to share their thoughts and ideas
- continue to enhance the outdoor provision to deliver the curriculum for those children who prefer to learn outdoors.

Setting details

Unique reference number	2643261
Local authority	Birmingham
Inspection number	10325101
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	2 to 4
Total number of places	34
Number of children on roll	43
Name of registered person	Ducklings Private Nursery LTD
Registered person unique reference number	2643263
Telephone number	0121 3080456
Date of previous inspection	22 November 2023

Information about this early years setting

Ducklings Private Nursery registered in 2021 and is located in Sutton Coldfield. The nursery employs nine staff. Of these, one holds qualified teacher status, one holds an appropriate early years qualification at level 6, four are qualified at level 3, and one at level 2. The nursery is open Monday to Friday, all year round except for the last week in August and one week at Christmas. Sessions are from 7.30am to 6pm on Monday through to Thursday, and from 7.30am to 3.45pm on a Friday. Funded early education is provided for two-, three- and four-year-old children.

Information about this inspection

Inspector

Johanna Holt

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The deputy manager and manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children and 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 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 a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation.

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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