

Ducklings Day Nursery

Inspection report for early years provision

Unique reference number	EY273328
Inspection date	18/08/2009
Inspector	Elizabeth Margaret Grocott
Setting address	1 Royal Croft, Liverpool, Merseyside, L12 2BJ
Telephone number	0151 228 8081
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Ducklings Day Nursery is one of three settings owned and managed privately by the same provider. It registered in 2004 and operates from a converted detached property, situated in the West Derby area of Liverpool. The nursery is registered on the Early Years Register and serves the local and surrounding areas. It is registered to care for 26 children at any one time and there are currently 25 children on roll, all in the Early Years Foundation Stage (EYFS). All children share access to a secure enclosed outdoor play area. Preschool children are cared for on the first floor - there is no lift access.

The setting is open five days a week from 07.30 until 17.30 all year round with the exception of bank holidays. The nursery supports children with learning difficulties or disabilities and children who speak English as an additional language. There are a team of nine staff including the cook. All staff who work with children hold appropriate early years qualifications, one is working towards this. The setting is supported by the local early years team and an advisory teacher.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children's welfare, learning and development are successfully promoted by a caring staff team. The nursery provides a fully inclusive, safe, happy and welcoming environment for the children who attend. The provider has a positive approach to continual improvement by using parent questionnaires and self-evaluation systems, and plans for the future are well targeted to bring about further improvement in the outcomes for all children. The staff team have developed positive relationships with parents and carers and involve them in their child's learning and development. All documentation is in place and mostly up to date. Staff generally assess children's learning effectively.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- update the Ofsted contact details in the complaint policy
- devise a system to ensure that all children are assessed regularly across the six areas of learning.

The leadership and management of the early years provision

Staff ensure children's safety by being well informed about possible indicators of abuse or neglect and procedures they should follow if they have a concern about a child in their care. They also practise the evacuation procedure regularly, so children can learn to keep themselves safe. Policies and procedures in place underpin the smooth running of the nursery, however, the complaint policy does

not give the correct details of how to contact the regulator, if parents wish to make a complaint. A full risk assessment of the premises both inside and out further ensures children's safety, with staff making daily assessments of their rooms. Security of the nursery is good, with staff only allowing those who are named on the contract or those with a secret password to collect children.

The nursery demonstrates continuous improvement in the way they have addressed the recommendations raised at the last inspection. They ensure that hot radiators do not pose a hazard as all have been fitted with protective covers and thermostats and each room's temperature is monitored with a thermometer. Information about staff is clearly displayed in the hall area and they endeavour to challenge children's learning through the individual plans they make. Children are cared for in groups according to their age and ability. Older, more able children pour their own drinks and serve their own food as they are encouraged to become independent. All activities are evaluated and the evaluations are used to plan the next steps for each child. The setting have started to reflect on their practice and use self-evaluation to ensure that plans to improve are well targeted to bring about positive outcomes for children.

Staff work hard to promote positive relationships with parents. They send regular newsletters, invite them into the nursery to discuss their child's progress and achievements and use questionnaires to find out their views on the setting and how it operates. Their views are considered and some actioned demonstrating that they are valued as partners in their child's care and learning. Parents responses show they are very happy with the service they receive, they talk about the friendliness of the staff, the homely environment and how well their children are progressing.

The quality and standards of the early years provision

An effective key person system and good staff deployment ensure children are fully supported so they have time to enjoy all the rewarding experiences, activities and resources provided. They have a good understanding of the EYFS and make observations and assessments of children in order to plan effective next steps which will help to develop their learning. As yet there is no system to ensure that observations are made regularly across all six areas and the aspects within them, to maximise children's progress. All children are included and they helped to learn about and respect the world they live in through visits into the local community and celebrating festivals, such as Diwali and Chinese New Year. They learn about growing cycles as they plant seeds and observe slugs and snails in the garden.

All children at the nursery are happy and busy as they explore their environment. They organise wooden planks in the outdoor area as they become 'builder's', they run toy vehicles up and down the angled drain piping attached to the fences and watch excitedly as their runner beans begin to grow. Younger children poke and prod the foam with enjoyment and mimic how it behaves when hands are clapped together. Preschool children find out about the wider world as they learn some words in Spanish and demonstrate their interest in books as they choose a favourite story. Staff respond to interests as a younger child points up to a shelf,

indicating she wants something. The member of staff lifts an empty box down which the child has fun with exploring it and climbing on it. This eventually becomes a great game of peek-a-boo. Children who have learning difficulties or disabilities are equally supported to make the best progress they can.

Staff ensure effective continuity and progression for children as they help them to settle in their new schools, conversing with the adults involved to ensure a smooth transition. They help children to celebrate their achievements with a graduation party. Children are encouraged to be healthy as they enjoy the home made foods provided. They tuck into beef chilli with rice and crusty bread at lunchtime and have snacks of fresh fruit and vegetables. All children have free access to drinking water to promote healthy habits for the future. They are encouraged to clean their teeth after lunch, promoting dental hygiene. All children are encouraged to be active learners and to develop skills for their future.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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