

Ducklings Day Nursery

Inspection report for early years provision

Unique reference number 258968
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Inspector Patricia Webb

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Type of setting Childcare on non-domestic premises

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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*.

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The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Ducklings Day Nursery opened in 1999. It is privately owned and managed and operates from a large house in Hagley, Stourbridge, West Midlands. The provision is laid out over two floors with stairs access to the first floor. There is a fully enclosed outdoor play area. The nursery is open each weekday from 8am until 6pm all year round.

The nursery is registered to care for a maximum of 30 children under eight, of whom no more than 30 may be in the early years age group. There are currently 69 children on roll in the early years age range. The nursery is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A limited wraparound provision is available serving a nearby setting. The nursery supports children with special education needs and/or disabilities and also supports children who speak English as an additional language.

The nursery employs 16 members of staff, all of whom hold appropriate early years qualifications. Two members of staff also hold Early Years Professional status (EYPS) and one is awaiting confirmation of EYPS. Five members of staff are working towards extending their qualifications. Additional housekeeping and catering staff are also employed. The nursery is actively involved in a local nursery education support group. It receives support from the local authority and is working towards the Healthy Early Years Settings Quality Assurance Award (HEYS).

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are making great strides in their early years experiences in this inspiring and stimulating setting. Exceptional organisation of the facility results in a provision that ensures every child is supported in reaching their full potential, whatever that may be. There is a very clear emphasis on creating a strong sense of belonging for the children and their families, supported by an extremely well-trained and passionate staff team. Ongoing improvement is an inherent element to the leadership and management of the setting and consequently, opportunities abound for children to gain skills for their future lives.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further the active use of sign language within the everyday routines in order to promote effective non-verbal communication.

The effectiveness of leadership and management of the early years provision

Exemplary leadership and management are demonstrated in the setting's aspiring plans detailed in the self-evaluation. A collaborative approach is employed to engage all involved in the setting in identifying strengths in practice and areas for future development. This includes the views and opinions of the children, parents and carers as well as the staff and management. The owner has invested highly in developing an exceptionally well-trained staff team. This contributes to ensuring that opportunities for children to grow holistically in all aspects of their development and early learning are capitalised on according to children's individual needs.

The safeguarding procedures are rigorous and robust and staff are confident in their knowledge and implementation of child protection processes in order to ensure the safety and well-being of the children. Diligent attention is given to staff recruitment and selection with highly effective systems in place to assess ongoing suitability, qualifications and experience to enhance opportunities for children. Robust risk assessments are conducted both on and off the premises to promote children's overall safety. Signage around the setting reflects the diversity of society enabling children and their families to feel welcome. Different cultural family backgrounds and home languages are celebrated and highly valued, enabling children to gain a meaningful understanding of the differing needs of others. Staff have begun to use sign language with the children, although, this is not yet being fully implemented in the day-to-day activities.

Much thought has gone into the creation of the environment and how the layout and resources promote children's enjoyment and achievement. Rooms are bright and busy with each care base equipped appropriately for the differing ages and stages of development. All children share the use of the lounge, a room that is representative of a domestic homely environment, helping children to feel at home. The refurbishment of the outdoor area provides a wonderful space where children can explore, investigate and enjoy the aesthetically inspiring garden during their play. Parents speak confidently about the progress their children make and how they are reassured of their children's enjoyment when they complain if the parents arrive to collect them too early. Parents, carers and their extended families are supported in contributing to their child's progress. Highly effective and professional partnerships are fostered where additional support is required for individual children, thereby, promoting a consistent and transparent approach to each child's specific needs.

The quality and standards of the early years provision and outcomes for children

Children in this setting play a dynamic role in their learning and development. Staff take time to work closely with parents to gain an insight into their capabilities at the start of their time in the setting. Home visits are also offered to enable parents

to discuss their wishes and aspirations for their children with key staff. Planning, observation and assessment processes are consistent throughout the nursery and children's progress and attainment is clearly trackable. Consequently, each child makes significant progress tailored by the key workers to capitalise on individual interests and capabilities. Exploring and investigating their world, children learn to care for their environment. They search for worms in the garden and gain independence as they fill their watering cans and tend to the various plants, flowers and vegetables they have planted. Using their senses they comment on the smell and colour of the flowers and the scent from the various herbs. Young children are fascinated by the infinity tunnel in the sensory room, investigating where the lights disappear to and contemplating where the end of the tunnel may emerge. Children delight in demonstrating their true creativity, using their imagination in many ways to express their ideas. Some children work together to create a model in woodwork, identifying it as a much-loved character from a favourite story of toys that come to life. During yoga sessions, children use their bodies effectively to become various animals and gain control and co-ordination as they balance and respond eagerly to the teacher's instructions. Children gain skills in information and technology as they use digital cameras around the setting and access a range of suitable computer games as they follow instructions with confidence and obvious enjoyment.

Some children are making exceptional progress in key areas of their development. Older children recognise names and familiar key words by sight and link letters and sounds phonetically. Children's speech and language development is tailored through highly effective partnership working between key workers and other professionals. This is reflected in the progress made by some children in their acquisition of language and the increase in their confidence as they use 'persona' dolls and puppets, simple symbols and pictures to express their feelings and thoughts. Staff are now also working with younger children to develop the use of sign language. Children's behaviour is exemplary as they gain an awareness of the consequences of their actions on others. They demonstrate an exceptional understanding of how to keep themselves and others safe as they pass scissors to each other making sure the blades are turned away from the child receiving the scissors. Exceptional attention is given to working with parents and carers very closely in order to support some children in managing strong emotions and feelings.

Children's health is very well promoted. The nursery is currently engaged in the Healthy Early Years Settings quality assurance process. This is focusing on their health and overall well-being. The nursery has developed a balanced and nutritious menu that relies on locally sourced fresh produce to offer meals and snacks that children relish. Older children manage their own portion sizes as they serve themselves and staff encourage them to try new tastes while adhering to any specific dietary requirements diligently. Children follow very familiar personal hygiene routines and explain to visitors why brushing their teeth after lunch is important. Staff take great care to follow stringent routines with regard to cleaning, nappy routines and general cleanliness in order to significantly reduce the risk of the spread of infection.

This exceptional nursery is successful in its practice because the owner, senior

staff and staff team reflect on the impact their input has on outcomes for the children. They deliver their programmes with a fervent passion that supports every child in making very strong progress in a homely and stimulating environment.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met