

Ducklings Day Nursery

2 Western Road, Hagley, Stourbridge, West Midlands, DY9 0LB

Inspection date	19/07/2013
Previous inspection date	11/05/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Staff have an excellent knowledge of how children learn, and provide a rich varied and imaginative educational programme, with precise assessment and planning for individual children.
- Children are extremely safe as the manager has excellent understanding and experience of child protection. Staff are exceptionally well trained in ensuring children are safe whilst on the premises and on outings. Children are developing an excellent understanding of how to manage risks, to keep themselves and others safe during their activities and when away from the premises.
- Partnerships with other professionals are highly effective in providing for children's needs. Children make excellent progress and transitions in and out of the setting and are exceptionally well organised to promote continuity of care and learning.
- Monitoring of all aspects of practice to inform continuous improvement is rigorous, leading to exceptional practice that is worthy of dissemination to other settings.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the three main playrooms and the outdoor learning environment, including a joint observation with the manager of the nursery.
- The inspector talked to children and staff, and also held a meeting with the manager, who is also the provider of the nursery.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working in the setting, the provider's self-evaluation systems and a range of other documentation.
- The inspector also took account of the views of parents spoken to on the day of the inspection.

Inspector

Patricia Dawes

Full Report

Information about the setting

Ducklings Day Nursery was registered in 1999 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a large house in the Hagley area of Stourbridge, West Midlands and is managed by a partnership. The nursery serves the local and surrounding areas and is accessible to all children. It operates from five rooms and there is an enclosed area available for outdoor play.

The nursery employs 18 members of childcare staff. All of whom, hold appropriate early years qualifications at level 3, 5 and 6. Three members of staff hold Early Years Professional Status. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions.

There are currently 68 children on roll who are within the early years age range. The nursery supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- enhance the already effective use of non-verbal communication to further promote children's learning and development so that they continue to achieve to the highest level.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

All children thoroughly enjoy their time in a rich, varied and imaginative environment. They eagerly join in and share the excellent and exciting experiences that staff provide for them. These encourage their curiosity and help to make them enthusiastic learners. Planning is relevant to every individual child's needs and staff are extremely skilled at adjusting activities to ensure that every child receives a balanced and suitable learning experience. Staff have implemented the progress check at age two to enable them to assess children's development and act on any areas if there are concerns. This ensures that all children make outstanding progress in line with their starting points and individual abilities. Transition between rooms is well managed, with children's assessments following through with them. Children's individual assessments are completed annually on or around their birthday and parents are invited to contribute and share information about their

child's development and learning interests at home. Parents can see copies of their child's planning sheets which include the learning goals and objectives of activities at the entrance to every room.

Priority is given by staff to developing children's communication and language skills. Some staff have applied the ideas and values from recent 'sign along' training to ensure that children are able to communicate effectively either through speech or gesture depending on their age and ability. Staff provide visual images, timelines and sign language symbols to give additional support to all children particularly those with special educational needs and/or disabilities and those who speak English as an additional language. Staff use books to encourage younger children to use expressive language. They point happily to the pictures of animals and make the appropriate sounds. Older children join in with great enthusiasm, knowing what comes next in the bear hunt story and sign the actions. Equality of opportunity is a real strength and all children are welcome in the nursery. Positive images are displayed around the setting and major celebrations from a variety of faiths and cultures are explored in the nursery. This helps all children attending to feel totally included and ensures that they settle well.

Every room in the nursery is a hive of activity as children enthusiastically make independent choices within their play. Fun and laughter is an integral part of the day and sounds of extremely happy and contented children fill the nursery. All children enjoy leading their play and consistently demonstrate the characteristics of effective learning with the skilful guidance of staff. For example, babies especially enjoy discovering and investigating in the musical instruments, colourful ribbons and rain shakers outdoors, or using newly acquired skills of crawling or walking to explore flour and water, mixing, tasting and feeling the different textures. They hunt through the varied contents of the treasure baskets or 'test-out' what happens as they push buttons and turn knobs on electronic toys. Staff in the baby room are always nearby to offer support and they are competent in the way that they extend activities to enhance learning or leave children to develop their play experiences for themselves.

During activities staff effectively foster older toddler's and pre-school children's skills, such as sharing and turn taking. Children are involved during daily routines, such as at lunchtime; serving themselves, and helping to lay out and clear away. In addition, staff introduce a 'helper' system in order to help promote children's self-esteem and independence and benefit children in the pre-school room to further promote their readiness for school. Staff members join children in their play throughout the day readily conversing with them to stimulate children's interest and foster their developing language skills. Regular singing of nursery rhymes and songs as they tidy away toys or wait for meal times captures their interest. Staff engage well with the children to encourage their interest and make learning fun, and use suggestions and questions to challenge their thinking.

Staff are a valuable resource in this setting and work extremely well together to plan main activities. They are well deployed, relaxed and supportive of children and know them well. Staff regularly take small groups of children to a quiet area where they share in a particular activity and can more closely observe their engagement and assess their progress. Children engage in imaginative play in the role-play areas which are set out as a

shoe shop and a home corner. Older children enjoy making play dough or happily use their imagination to draw and label their pictures of home and their families. They use different resources and games for encouraging number and shape recognition as children concentrate on a 'smelly activity' using their senses and talking about the shape of jelly cubes saying 'they are like little boxes' or knowing that onions make you cry. They build towers, make sandcastles in the sand tray or empty and fill different sized containers during water play. As a result, children are making outstanding progress in their learning and development.

The contribution of the early years provision to the well-being of children

Children settle well into the nursery which is bright, spacious and invitingly decorated so that they and their parents feel welcomed. The settling-in period is well organised. Staff conduct home visits to get to know children and their parents, observe children in their own environment and parents share important information about their children's individual needs. Individual routines are displayed in the baby room and staff ensure that these are carried out until children naturally settle into the nursery routine, aiding their transition. Positive engagement by the key person and spontaneous praise and encouragement from staff throughout the day helps to develop children's confidence so they feel secure and try out new things. Staff are fully aware of the importance of the three prime areas in developing children's confidence so they can make their own play choices and initiate their own learning. Younger children freely crawl around and practise their early walking skills while accessing different areas as they explore their environment and examine the wide range of interesting resources. Children's behaviour is exemplary. They know how to move through the nursery and start to take responsibility for their own behaviour. Older children are very sociable and independently and confidently engage with staff and their peers.

Children's health is well supported through attention to daily routines like nappy changing, while others are developing their own self-care skills as they independently access the toilet and wash their hands. Healthy eating has a high focus at this nursery where children enjoy a very nutritious and varied menu and daily healthy snacks. They all have access to their individual water bottles and cups throughout the day. Younger children are supported to feed themselves and staff sensitively encourage them in this learning experience. Meal times for older children are sociable occasions as they sit together around the table. They learn how to lay a table, use utensils correctly and wait until everyone has finished before leaving the table. This helps to prepare them for school and promotes independence.

Children learn about their own health and needs. They know to wear hats in the sun and when to go indoors because the weather is too hot. Children learn about their own safety as staff incorporate gentle reminders of how to use resources safely as they play. They know the rules for play particularly outdoors and staff reinforce these before children use the areas, or when practising the fire evacuation drill children know to walk steadily and quickly. Ongoing in-depth risk assessments ensure that any potential hazards are identified and minimised. All children have good opportunities to spend time outdoors in the fresh air to promote their physical skills on the larger equipment. The learning opportunities for outdoor play are fully optimised in the newly designed and extended

space to give children rich opportunities to explore and investigate the natural world. Play activities throughout the day, such as using the climbing frame, playing football, riding on the see-saw or enthusiastic participation in music and movement time provide opportunities for exercising limbs and having fun.

The effectiveness of the leadership and management of the early years provision

Children are exceptionally well-safeguarded. All staff are very aware of their roles and responsibilities in protecting the children in their care. They fully understand the signs and symptoms to be aware of and know when and from whom to seek advice. Recruitment procedures are rigorous and robust. All staff are checked thoroughly before being employed and complete yearly declaration forms for both Disclosure and Barring Service checks and health. Any concerns relating to staff conduct are immediately acted upon and assessed to ensure that all staff working with the children are of a high calibre and are totally suitable. Induction procedures are in place to help and support new staff and students. Appraisals and supervision meetings are used to identify any areas for improvement. The manager is very hands on and supportive of all staff. She encourages them to reach their full potential and take on additional responsibilities within the nursery to develop their self-esteem.

Partnership with parents is exceptional. Parents are wholly valued and their views are sought and respected. Staff provide parents with useful information, such as behaviour management and encourage them to share their ideas and thoughts for improvements for the nursery. Parents are extremely happy with the nursery and comments received are very positive. They say that the nursery is an extension of home, that the provision of care is of the highest standard, staff are outstanding and children's development is consistently high. They say that children are excited and happy to attend, that staff are excellent and know the children very well and that they help children to start school with confidence and provide a fantastic foundation in their learning attitude and social skills. Excellent partnerships with other professionals involved with the children, such as speech and language therapists, helps them to reach their development goals.

Leadership and management in the setting is inspired and dynamic, resulting in exceptional support for children to make the best possible progress in their learning and development. The management team are clearly able to identify the strengths and weaknesses of the nursery. Staff and parents are involved in the self-evaluation process and ideas for improvement are carefully considered and given the utmost priority. They are proactive in implementing the changes necessary to sustain improvement and consistently explore new and innovative ideas to fully integrate the nursery into the community, such as the newly designed web page which is a secure site parents can access to read about their child's day or write their own 'blog'. The management team are very supportive of staff and their caring and approachable manner ensures that staff feel able to talk openly about any issues they have or new ideas they would like to implement. As a result, they feel valued and appreciated. Above all children thoroughly enjoy the time they spend in this nursery and the skills they learn help prepare them for school readiness and lay firm foundations for the future.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	258968
Local authority	Worcestershire
Inspection number	925550
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	68
Name of provider	Ducklings Day Nursery Partnership
Date of previous inspection	11/05/2011
Telephone number	01562 885523

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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