

Dizzy Ducks Buttsbury

Buttsbury Infant School, Perry Street, Billericay, Essex, CM12 0NX



Inspection date

7 July 2017

Previous inspection date

15 April 2014

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of the leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- Children are happy, settle easily and have good relationships with their key person and other staff. Younger children turn to staff for help, such as when trying to climb into the padding pool, while older children approach staff to discuss their ideas or to ask for a story. This helps to support their emotional well-being.
- The manager and the deputy manager have very positive attitudes towards the continuous improvement of the nursery and children's experiences. Parents, staff and children have contributed their thoughts, ideas and suggestions towards the extensive nursery refurbishment plan, which is taking place over the summer holidays.
- Staff help to prepare children well for their move on to school. For example, staff show children pictures of their teachers and talk about what it may be like at school. This enables children to ask any questions and feel more confident about starting school.
- All children including those who have special educational needs and/or disabilities, make good progress in relation to their individual starting points. Staff know what children are capable of and use this information effectively to help them plan for the next steps in their learning.

It is not yet outstanding because:

- Staff do not make the most of opportunities to extend children's imaginative skills further.
- Staff, particularly those working with the older children, miss opportunities to encourage children to think about and help take care of their immediate environment.

What the setting needs to do to improve further

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

- make better use of opportunities to extend children's imaginative play further
- consider ways to further encourage children to understand the importance of taking care of their immediate environment independently.

Inspection activities

- The inspector spoke to parents, staff and children.
- The inspector completed a joint observation with the manager and held discussions regarding children's learning and progress.
- The inspector sampled policies and procedures, checked risk assessments and staffs' suitability checks.
- The inspector had a tour of the premises and observed children playing in their rooms and in the garden areas.
- The inspector had discussions with the manager and deputy manager.

Inspector

Sue Mann

Inspection findings

Effectiveness of the leadership and management is good

Staff have a good understanding of child protection and how to report any concerns they have about children's safety or welfare. Safeguarding is effective. Staff complete daily safety checks which helps them to identify and minimise any risks. The manager risk assesses all outings that children take part in which helps to ensure that staff know how to keep children safe while away from the nursery. There are effective recruitment procedures which helps to verify and check that all staff are suitable to work with children. Ongoing support for staff, including individual meetings, training opportunities and appraisals helps to continually develop their practice. For example, the manager arranges training courses which are relevant to the needs of the children in their key group. This helps staff to effectively meet children's learning needs.

Quality of teaching, learning and assessment is good

Staff make effective use of their partnerships with parents to gather detailed information about what children know and can do when they start. They seek support and guidance from other professionals, where relevant, which helps to provide consistency for children who have special educational needs and/or disabilities. For example, staff use agreed strategies to help children learn to manage their feelings and take part in group activities. Staff provide a good range of opportunities and activities which children eagerly take part in. For example, they make effective use of resources to encourage younger children to explore using their hands and feet. Babies enjoy playing with sand while toddlers splash about in water. Older children patiently build intricate models from small construction bricks with their friends.

Personal development, behaviour and welfare are good

Staff are good role models and consistently encourage children to behave well, share and take turns. Children are thoughtful and consider each others' feelings. For example, they pass toys back to their friends and wait for their turn when taking part in group activities. Staff provide children with opportunities to learn to manage their own care and personal needs. For example, they encourage the younger children to feed themselves and use their words, rather than pointing to express their needs. Children are happy and enjoy sharing their emotions with staff. For example, when toddlers bravely climb up and successfully jump off low level soft play equipment, staff laugh and clap to celebrate their achievements. Toddlers smile and laugh with delight and repeat the process.

Outcomes for children are good

All children are confident, independent and develop a good range of skills that helps prepare them for their move on to school. For example, children enjoy taking part in activities, such as 'silly soup' where they choose a picture from the bag and try to sound out the first letter. Children enjoy stirring the pretend soup, singing the rhyme and connecting letter sounds with different objects. This helps to develop children's literacy, speaking and listening skills.

Setting details

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| Unique reference number | EY310377 |
| Local authority | Essex |
| Inspection number | 1087973 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 0 - 5 |
| Total number of places | 44 |
| Number of children on roll | 149 |
| Name of registered person | Dizzy Ducks Day Nurseries Limited |
| Registered person unique reference number | RP908098 |
| Date of previous inspection | 15 April 2014 |
| Telephone number | 01277 650538 |

Dizzy Ducks Day Nursery registered in 2005 and is one of five nurseries owned by Dizzy Ducks Day Nurseries Limited. It is located in the grounds of a Buttsbury Infant School. The nursery employs 18 members of childcare staff, of whom, 16 hold appropriate early years qualifications from level 2 to level 6. The nursery opens Monday to Friday, all year round from 7am to 7pm. The nursery provides early education for two-, three- and four-years-old children.

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