

# Dizzy Ducks Hainault

The Learning Centre, 114 Huntsman Road, Ilford, IG6 3SY



<b>Inspection date</b>	2 February 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 and confident. New children settle into the setting well. Staff are caring and form warm relationships with children. They are sensitive to children's needs and support their emotional well-being effectively.
- Staff work with parents well. They gather useful information from parents when children first start to help plan precisely for their individual needs from the outset.
- The manager implements effective self-evaluation processes and reflects well on the setting's practice. She seeks the views of others, such as the local authority, and acts on any advice, to help maintain good teaching levels and improve children's outcomes.
- Children make good progress and develop the skills needed for the next stages in their learning. They have interesting opportunities to develop their creative and physical skills. For instance, they enjoy exploring moulding material and creating structures, and learn to think of ideas and share these with others.

### It is not yet outstanding because:

- At times, some staff are not confident in supporting children's early literacy skills to help enhance their learning experiences. For instance, they mispronounce some sounds of letters make when helping children to hear the sounds in their name.
- At times, staff's tracking of children's progress is not consistent for all areas of learning, to ensure that any gaps in their learning are quickly recognised and addressed.

## What the setting needs to do to improve further

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

- build on all staff's expertise for the teaching of literacy to help enhance children's early reading skills
- strengthen the consistency of monitoring children's progress, to help precisely track and address any emerging gaps in their learning and development.

### Inspection activities

- The inspector observed the interactions between staff and children as they engaged together in activities.
- The inspector and the manager undertook a joint observation of a teaching activity.
- The inspector held discussions with the manager and staff about children's care and the activities provided for them.
- The inspector took into account the views of the parents and carers spoken to on the day and engaged with children at appropriate times.
- The inspector viewed documentation, such as the setting's policies and procedures, and children's attendance records.

### Inspector

Anneka Qayyum

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager understands her responsibility to protect children and implements effective policies and procedures to ensure their welfare. Staff know how to recognise and report any signs that indicate a child may be at risk of harm. The manager knows the setting's strengths and identifies areas of weakness to help her improve children's experiences. She monitors staff's teaching skills well overall, such as through regular supervisory sessions. She offers some good opportunities for staff to develop their skills, such as through training sessions and staff meetings.

### Quality of teaching, learning and assessment is good

Children play in an exciting, stimulating and welcoming environment. They concentrate well while they play and are keen to be involved. Older children are motivated to learn about nature. They enjoy making things for their outdoor area, such as birdfeeders and learn how to take care of wildlife. This supports them to develop their physical skills, creativity and understanding of the world. Overall, staff assess children's achievements effectively and know their key children well. They use what they know to plan experiences for them that successfully extend their learning. Children have good opportunities to learn about diversity, such as while singing rhymes in different languages with staff. This helps children develop their understanding of different people in the community as well as their language skills effectively. Staff support children well as they play. For instance, staff demonstrate how to use resources to help children learn to use them independently.

### Personal development, behaviour and welfare are good

Staff support children's understanding of healthy lifestyles effectively. Children eat nutritious foods, are active and enjoy using equipment. For example, they confidently use climbing apparatus outside and develop good physical skills. Children behave well. Staff successfully share their behavioural expectations with children, such as through reminders to help children learn how to behave with others. Staff help children to develop an understanding of good hygiene practices. For instance, they teach them to wash their hands before they eat. Staff effectively assess risks in all areas that children use to identify and remove any hazards.

### Outcomes for children are good

All children make good progress from their starting points. They develop their social skills well, such as interacting with others confidently. Older children communicate clearly and listen attentively. Babies and toddlers enjoy feeling and exploring textures with their hands, such as during sensory activities, and develop their hand muscles well. Children develop their mathematical skills well, such as using words to describe size.

## Setting details

<b>Unique reference number</b>	EY491652
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	1023288
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	80
<b>Number of children on roll</b>	118
<b>Name of registered person</b>	Dizzy Ducks Day Nurseries Limited
<b>Registered person unique reference number</b>	RP908098
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	02085005285

Dizzy Ducks Hainault registered in 2015 and is located in Hainault, in the London Borough of Redbridge. The nursery is open each weekday from 8am until 6pm, all year round. The setting employs 15 staff, 11 of whom have suitable early years qualifications at level 3 or above. The nursery provides funded early education for children aged three and four years.

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