

Dizzy Ducks Mayflower

Mayflower High School, Stock Road, Billericay, Essex, CM12 0RT



Inspection date

8 August 2017

Previous inspection date

21 March 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 have good levels of emotional well-being and form strong bonds with staff and each other. Younger children enjoy sitting with staff, listening to stories. While older children take part in telling familiar stories using resources, such as pictures and animal masks.
- There are effective partnerships with parents. For example, staff keep them fully aware of how their children have been during the day and upload photographs of their achievements onto the online learning log which parents can view immediately.
- Children make good progress. The management team undertakes frequent tracking of the progress made by individuals and groups of children. They identify gaps in children's learning at an early stage, allowing staff to provide tailored support to help them catch up quickly.
- Staff help children to learn how to manage their behaviour. Children freely take turns, share resources and show respect for their friends' feelings and thoughts.
- The management team uses a range of methods to reflect on the provision. Staff meetings, parents' comments and observations of children help to contribute to ongoing improvement plans.

It is not yet outstanding because:

- Sometimes, staff do not make the most of opportunities during the day to further inspire, interest and motivate children in their play.
- Staff do not fully consider how they use the space available in the baby rooms to support privacy for babies during personal care routines.

What the setting needs to do to improve further

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

- make greater use of opportunities to consistently inspire, interest and motivate children further
- improve the organisation of space in the baby rooms to provide a greater level of privacy during personal care routines.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed children and staff playing in their rooms and outside in the garden areas.
- The inspector spoke to children, staff and parents.
- The inspector held a meeting with the management team and sampled a range of relevant documents, including children's online learning records, staff's suitability checks and policies and procedures
- The inspector completed a joint observation with the manager and held discussions regarding children's learning and progress.

Inspector

Sue Mann

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The management team regularly questions staff about different aspects of child protection, helping ensure they know what to do if they have any concerns. The management team has good links with external professionals to help support children who have special educational needs and/or disabilities. They seek advice and guidance to help them effectively meet children's individual care and learning needs. Staff have good opportunities to meet with the management team and discuss their practice and training needs. For example, staff who are keen to take on further responsibilities attend management training. While other staff attend courses, such as behaviour management, to extend their skills and practice. Staff share information with other settings that children attend, providing continuity in their care and learning.

Quality of teaching, learning and assessment is good

Staff complete regular observations of children's play. They plan a range of activities which reflects what children need to learn next. For example, staff plan messy play activities, using shaving foam and ice which they use to encourage children's understanding of the world and mathematical development. Children name animals which live in cold environments and compare cotton wool covered in shaving foam to snow balls. Staff demonstrate how to stick the snow balls together to build snowmen and count how many they have. Children pretend to throw the snow and take great delight when it lands on the staff.

Personal development, behaviour and welfare are good

Staff gather a wide range of information from parents which helps them to meet children's needs and care routines. They quickly recognise when babies are tired or hungry and act accordingly. Children are happy, content and enjoy the caring attention of staff. For example, babies enjoy listening to staff, talking to them and respond with babbles and single words. Staff encourage older children to think of words which start with the same letter as their name. This helps them learn about the sounds letters make. Staff work closely with school teachers and parents to help prepare children for their move to school. Teachers visit the children in the nursery to meet them in their familiar environment. They discuss children's progress and their readiness for school with their key person.

Outcomes for children are good

Children develop a good range of skills which helps to prepare them for school. Younger children enjoy taking part in activities that encourage them to think about the differences and similarities between themselves and others. For example, they talk about and use paint to create pictures of people special to them. Children use mathematical language, such as numbers, freely in their play. They count pieces of train track and describe where the trains are, such as in front or behind the carriages. Children eagerly take part in building towers with plastic bricks, comparing the height against themselves and staff.

Setting details

Unique reference number	EY358317
Local authority	Essex
Inspection number	1102082
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	94
Number of children on roll	229
Name of registered person	Dizzy Ducks Day Nurseries Limited
Registered person unique reference number	RP908098
Date of previous inspection	21 March 2014
Telephone number	01277 633555

Dizzy Ducks Mayflower registered again in 2011. The nursery employs 29 members of childcare staff. Of these, 21 hold early years qualifications at level 3 or above. The nursery opens Monday to Friday all year round. Sessions are from 7am to 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

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