

# Report for childcare on domestic premises

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Inspection date: 25 June 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Not applicable
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## What is it like to attend this early years setting?

### The provision is good

Children are happy and play well with their friends. Children feel safe and secure as the caring staff are alert to their needs. Due to the COVID-19 (coronavirus) pandemic, staff have made changes to routines. For example, parents no longer enter the setting. However, parents and staff still have daily discussions about children's learning at the door. Trusting relationships develop quickly with new families and parents receive regular feedback about how their children are settling in.

Children's behaviour is good. They are reminded to use good manners by staff, who model respectful behaviour themselves. This helps children to learn to be polite and respectful to others. Children are becoming confident learners. They have opportunities to explore and develop their thinking skills. Children concentrate well as they play, draw and make play dough. They learn about shapes and enjoy trying to find them in the outdoor area during a 'shape hunt'.

The manager has clear expectations of what she wants children to learn and experience. The curriculum and environment are organised to support children's learning over time. Children's learning is carefully planned to build on what they already know and can do. Staff know children well and plan for their individual needs. For example, children who are learning to sort, group different-coloured teddies with the help of their key person.

## What does the early years setting do well and what does it need to do better?

- Children practise their physical skills as they learn to run and climb in the large outdoor area. Staff encourage children to think carefully as they learn to take and manage risks as they play. Younger children learn to balance on bikes. Older children develop their small muscles when holding pencils and trying to write letters from their names. Children learn to use scissors safely when making a unicorn's horn, saying, 'Don't cut your fingers.'
- Staff share stories and information books with children each day. This supports children's enjoyment of reading. Staff use story props well to help children to listen and concentrate. Children learn new words, such as 'enormous', as they talk about stories. On their return after the first national lockdown, staff identified that some children needed extra support to develop their speaking skills. Staff sensitively support these children to build their vocabulary as they play alongside them. The manager works in partnership with other professionals, such as the health visitor, to gain advice to support children's development.
- Children become independent learners and learn to plan, solve problems and make decisions about their work. For example, they find ways to ensure that the crown they make fits their head. Staff provide new stick-on jewels when children

ask for them and children focus for long periods of time and concentrate well. They proudly wear their crowns when they are complete. Staff are flexible and allow children the time to carry on playing before moving on to other activities. This supports children in feeling confident and valued.

- Children find out about the different cultures of their friends. During festivals and celebrations, parents bring in food to share and staff read children books that explore diversity. This supports children to learn more about the local community and the world around them.
- The manager evaluates the provision through parent questionnaires, staff discussion and by monitoring children's progress. For example, the manager identified gaps in children's learning of mathematics. Subsequently, she prioritised a focus on mathematics within the curriculum across the setting. Although the manager discusses with staff training they wish to attend, she does not monitor how well staff deliver activities. Therefore, staff development is not focused precisely enough on where staff need support in order to raise the quality of teaching.
- In addition to daily chats with parents, the setting uses an online system to share children's learning. However, some parents comment through parent questionnaires that communications could be improved. Some parents would like help in supporting their child's learning and development when not at the setting.

## Safeguarding

The arrangements for safeguarding are effective.

The manager has a sound understanding of her safeguarding responsibilities. She attends regular training and gets updates from local safeguarding partners to add to her child protection knowledge. Managers quiz staff regularly to ensure that they are confident on different aspects of their role. Staff understand their roles and responsibilities to protect children from harm. Staff know the reporting procedures to follow should they become concerned about the welfare of a child. They understand the whistle-blowing policy and know what to do if they have concerns about the conduct of a member of staff.

## What does the setting need to do to improve?

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

- strengthen communications with parents so that all families are supported to help their children to learn and develop when not at the setting
- monitor how staff deliver activities and use this information to improve the quality of teaching to a consistently high level.

## Setting details

<b>Unique reference number</b>	EY554592
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10190388
<b>Type of provision</b>	Childcare on domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	41
<b>Registered person unique reference number</b>	RP554591
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Ducklings Childcare in Leeds re-registered in 2018. The setting employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm.

## Information about this inspection

### Inspector

Ruth Mason

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector spoke to parents and took their views into consideration.
- The manager led the inspector on a learning walk of the setting.
- The inspector spoke to children and staff.
- The inspector observed staff delivering activities and assessed the impact this had on children's learning.
- The inspector held a meeting with the nursery manager. She looked at a range of relevant documentation and evidence of the suitability of staff working in the nursery.

We carried out this inspection 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.

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