

Ducklings Pre-School

Inspection report for early years provision

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Inspector Jameel Hassan

Setting address Brookfield School, Brook Lane, Sarisbury Green,
SOUTHAMPTON, SO31 7DU
Telephone number 01489 576 335
Email val.matthews@ntlworld.com
Type of setting Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Ducklings Pre-School was registered in 2007 and operates from a self-contained building, The Lodge, situated within the grounds of Brookfield School, Sarisbury Green. The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open each weekday from 9:00am until 4:00pm during term time only. A secure garden area is available for outside play. There are currently 37 children aged from two to under five years on roll. Of these, 17 children receive funding for early education. The pre-school supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The pre-school employs nine members of staff, seven of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This setting is warm and welcoming and the children look forward to coming, smiling as they enter the setting. The uniqueness of each child is fully considered by all staff. The setting helps the children to become more independent and caters well for their needs and interests. Good systems are in place to ensure children enjoy a very wide range of activities. Overall all children make good progress. Staff meet regularly to monitor their practice and identify any changes that are needed that will benefit the children. The manager and staff have effectively addressed the issues from the previous inspection and consequently the setting has a good capacity for further improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop equality and diversity in the setting and use the children's backgrounds to support the planning of activities
- use information from tracking more effectively to identify areas of development and develop planning accordingly in order to improve children's progress.

The effectiveness of leadership and management of the early years provision

Leadership and management are good. The setting considers the safety of the children as paramount. There are regular fire drills. There are strict protocols when people visit the setting which are adhered to by all staff. Training is updated as necessary. Safeguarding procedures are fully in place and those staff with recent training are aware of the child-protection procedures to be taken should they be

needed. Appropriate policies are in place and the admissions information is very informative. Healthy and safety risk assessments are carried out on a regular basis and daily assessments ensure that the resources are safe and deployed effectively.

The management and staff work well together and are continually working to improve the provision. There is no complacency. Staff are energetic and work hard. The self-evaluation is outstanding. It demonstrates very well how which aspects of provision need to be improved to ensure that the children are supported in their learning and development. Leaders successfully use the setting's action plan to address the areas for improvement and annotate this with the impact of actions taken. Staff have been involved in amending observation and assessment procedures but information from these has not been used to plan how children's progress can be further enhanced.

However child-initiated and adult-directed activities are recorded in children's profiles with dates, observation notes and photographs to show progress towards the early learning goals.

Outside support from the local authority provides both challenge and support for the setting.

There are good partnerships with other agencies, such as the local authority and other pre-school settings. Procedures for communicating information about the children transferring from one setting to another have been developed well. Transition arrangements for children moving to their local infant school are good. Equality of opportunity and the celebration of diversity are satisfactory. The setting has some posters and books which support the development of children's understanding of diversity but opportunities are missed to share the children's different backgrounds and use that knowledge to support the planning of daily routines. The relationships between parents and carers, and staff are outstanding. Details of accidents involving children are shared and recorded and as, one parent mentioned, they are informed promptly. Another parent said the staff 'go the extra mile' to ensure their children are cared for. Parent evenings are regularly used to show parents and carers their children's progress and their learning journey. The setting has a weekly newsletter that keeps parents and carers informed of any changes and activities that take place. The welfare of the children is supported well both by staff and visitors. There are opportunities for parents and carers and grandparents to volunteer to help in the setting. For example, a child during the visit was supported by a grandparent so she would happily settle in.

The quality and standards of the early years provision and outcomes for children

The children enjoy and achieve well. The setting takes great pride in planning from the children's interests. The previous inspection found that not all the children were fully engaged in the session. This has been addressed and staff are deployed appropriately to support the learning needs of all children. For example, one child's interest was clearly catered for. He made a 'Darth Vader' mask and light sabres because his interests were in the 'Star Wars' films. He was very proud of what he had achieved. Children learn to care of others including pets. The setting has guinea pigs which the children help care for. On the day of the inspection, it was

cold and one child asked if they were warm enough and gave them some bedding. The deployment of resources is good. Each room space was used appropriately with lots of activities for the children and staff to interact with each other. There were opportunities for the children to play with large construction blocks and sand. These were available outside along with mathematical shapes, puzzles and a mark-making table. During lunch, the staff encouraged good verbal communication by discussing what children have got in their lunch box, where the food comes from and why it might be healthy. Ducklings has taken steps to promote equality by ensuring activities are appropriate for both girls and boys and cater for their different needs. Children are aware of the routines but have opportunities to develop their own interests through planning their own activities.

The children said that they felt happy and safe. One child pointed to the staff and said, 'I feel safe' because of them.' When going outside, the children were encouraged to put their coats on to keep warm on a cold day. Without prompting, a child mentioned that they should be careful outside because they might slip on some ice. The outside area has soft flooring and wood chip to soften any fall a child might have. Good hygiene practices take place with children washing their hands after going to the toilet and before having snacks and lunch. Healthy Snacks are provided, such as breadsticks and fruit, and the children have access to water at any time during their session. They are encouraged to be active and have access to play equipment indoors each day, such as lorry tyres, a slide and climbing frame in the shape of a ship.

Behaviour is good and there is good role modelling for the children by the staff. Children respond positively when staff encourage the children to be polite. The relationships between the children are affectionate and they care for each other and worry about each other if they are hurt. They play well together and help each other when taking part in activities which have been arranged. Children have opportunities to tidy up and put things away in the appropriate place. Praise is given when children achieved something or when they have shared some information about themselves and others.

During the inspection, lots of communication was taking place during activities by staff and the children. Appropriate vocabulary was being used according to the activity thereby extending the children's language. The setting is aware there is insufficient use of information and communication technology and is taking steps to address this issue.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met