

NGCA Duckling's Preschool

Inspection report for early years provision

Unique reference number 203565
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Inspector Lynn Denise Smith

Setting address Community Centre, Notley Green, Great Notley, Braintree,
Essex, CM77 7US
Telephone number 01376 340432
Email Ducks@NGCA.org.uk
Type of setting Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

Description of the setting

Ducklings Pre-School is committee owned and managed. It opened in 1996 and operates from the small hall of a community centre in Great Notley. There is a ramp to the hall entrance. A secure enclosed outdoor play area is used for outdoor play activities. A maximum of 20 children aged from two to five years may attend the setting at any one time. The group is open five days a week from 09:15 to 11:45 and 12:15 to 14:45 for 38 weeks of the year.

There are currently 67 children attending who are within the Early Years Foundation Stage (EYFS) years. They live in the local area and surrounding areas. A small number of children attend a childminder, early years unit of the local primary school and other nurseries.

There are 10 members of staff, including the owner who manages the early years provision. Six of the staff, including the owner, hold early years qualifications.

This provision is registered on the Early Years Register.

Overall effectiveness of the early years provision

Overall, Ducklings pre-school provides extremely effectively for children in the EYFS. Planning is based around the individual children's interests and effective observations ensure that the key persons are knowledgeable about the progress of the children in their care. Excellent links are in place between the setting and parents and between other outside agencies. The setting provides an extremely inclusive provision which tailors its practices to meet each child's unique needs. Rigorous self-evaluation enables the setting to identify priorities and strive to improve the experiences of children attending this pre-school.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to develop a culture of reflective practice and self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of the provision for children.

The leadership and management of the early years provision

The setting is run by a very supportive committee, who provide resources and practical support to the team of staff. The staff team is made up of a group of confident and efficient practitioners who work extremely well together. The session flows smoothly as staff are knowledgeable about their daily roles and responsibilities. They share tasks effectively and put the well-written policies and

procedures into practice to a very high standard.

Staff demonstrate an excellent knowledge of safeguarding procedures and ensure that all children in their care are well-protected. Rigorous recruitment and vetting procedures are followed to ensure that children are cared for by suitable adults who hold appropriate qualifications to undertake their role. Robust systems are in place to enable the setting to consider its continuous improvements and self-evaluation. Changes to improve the learning environment for young children are constantly being reviewed and implemented.

The setting is committed to ensuring that staff are provided with good opportunities to progress their knowledge through training and regular staff meetings. An annual staff appraisal system provides a formal opportunity to discuss these issues as well as ongoing daily discussion between the staff. A superb relationship is in place between the staff and parents. Parents are extremely complimentary of the organisation of the setting and value the fact that their suggestions are acknowledged and implemented. For example, parents requested a formal means of sharing information about their children's learning. This was immediately put in place by way of regular open evenings. A request for more daily information is now accommodated by a parents notice board detailing the planning for the day. Links with other settings providing for the EYFS are very strong and children's transition to school is well-managed

The quality and standards of the early years provision

Children attending this setting are provided with a superb range of activities to help them make progress through all six areas of learning. Their welfare requirements are extremely well met to enable them to stay safe and healthy during their pre-school session. Children have continuous opportunities to make informed decisions about their play and learning as they safely access the toys and play equipment from an extensive selection presented in low level storage units around the playroom. Children are extremely independent. They freely access the toilets and hand washing facilities which are situated in an integral part of the playroom. Children also make choices about whether they play indoors or outdoors for the majority of the session. Children are extremely active when playing outdoors, they access a good range of bikes and scooters, the run, jump and develop skills such as catching and throwing as they enthusiastically make use of the wide range of toys on offer to them. The outside area is presented as an indoor classroom outdoors every day and children have superb opportunities to extend their learning through the toys and resources on offer to them.

Children thoroughly enjoy their mid session snack which always comprises of healthy and nutritious foods. The snack foods are presented in a large compartmented tray which children freely access. Children choose when to take their snack as the rolling snack bar provides them with opportunities to eat and drink when they are ready. Children pour their own drinks and clear their cups away when they have finished.

Children play and learn in an extremely bright and welcoming building. Every inch

of wall space available is covered in examples of the children's writing, creative work or colourful, informative posters. Children choose which pictures they want to display on their display board. The space within the room affords children good opportunities to spread their play across floor mats as well as on the tables.

Effective daily planning ensures that children's interests are being fostered and progressed. Staff meet on a two weekly basis to build a rough plan of topics or areas they feel would be beneficial to cover, this is then translated to daily plans. Staff securely base their planning on what children enjoy and are flexible in their approach, adapting activities to suit the group of children present that day. Effective use of information from parents and observations of the children's progress enable staff to determine each child's stage of development and plot their individual learning journey.

Children enthusiastically participate in a wide range of activities which enable them to make progress across the areas of learning. They are confident speakers who enjoy sharing real and imaginary stories with their friends. They are developing links between sounds and letters and extending their vocabulary with the caring support of the staff. Children have excellent opportunities to develop handwriting skills as they are provided with mark making resources in all areas of the pre-school. The environment is rich in print providing good examples of how words are used effectively. Children enjoy freely accessing the excellent selection of creative play materials available. They confidently create their own pictures and models. Children enjoy participating in singing activities and express themselves beautifully through role play. For example, the 'space station' affords a group of children the opportunity to 'fly to the moon', taking one of the members of staff with them of course. Before lift off they ensure that the member of staff has brought her suitcase and tell her what they have packed in theirs. Once on the moon they take a difficult walk around in exaggerated space type movements until they reach their destination. They talk about what they see on the moon before flying safely back to 'Ducklings'.

All children are valued within the setting. They are made to feel welcome and encouraged to become an active member of the group. Their individual needs are superbly acknowledge and met by staff. The setting promotes a very inclusive provision ensuring that all children receive good quality care and pre-school education.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.