

# Ducklings Preschool

Inspection report for early years provision

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**Unique reference number** 140990  
**Inspection date** 15/01/2009  
**Inspector** Carol Johnstone

**Setting address** Methodist Church Hall, North Square, Chickerell,  
Weymouth, Dorset, DT3 4DX  
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**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).

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.

## Description of the setting

Ducklings Preschool opened in 1993 and is committee run. It operates from one large playroom within a church hall situated in Chickerell Village, near Weymouth. There is a fully enclosed paved area for outdoor play. The preschool is registered to provide care for 25 children in the Early Years age group. It is also registered on the compulsory and voluntary parts of the Childcare Register.

The preschool opens from Monday to Friday 09:00 until 12:15. A lunch club is available on Monday Wednesday and Thursday from 12:15 until 13:00. On Tuesday, the session runs from 09:00 until 14:45 which includes the lunch club. The preschool operates during term time only.

There are six members of staff employed at the preschool, of these one is qualified to National Vocational Qualification (NVQ) at level 4 in childcare, two are qualified to NVQ at level 3 and all other staff hold a NVQ at level 2 or are working towards it. Currently there are 24 children on roll between two and five years of age. Of these, 21 receive funding for early years education. The preschool receive support from the local authority.

## Overall effectiveness of the early years provision

Children are cared for in a friendly environment and are very confident and independent. They get on very well with each other and play in an exceptionally cooperative way during activities. Staff get to know each child well in order to help them achieve their individual potential. Effective systems are in place to support children's safety and well-being. The manager continually appraises and evaluates the practice in order to improve outcomes for children and help them achieve and thrive.

## What steps need to be taken to improve provision further?

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

- continue to develop working relationships with other professionals who deliver the Early Years Foundation Stage.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that a daily record of children's hours of attendance is kept

28/01/2009

## **The leadership and management of the early years provision**

The manager is very committed to the children and the provision. Consequently, she is a very positive role model for the staff team who follow her aims and vision. She completes effective self-evaluation of the provision which takes account of the views of both children and their parents. Recommendations made at the last inspection have been addressed and input from other external professionals is also utilised. Thorough suitability checks are taken up for all new staff to ensure children's safety. There are regular appraisals of staff and they are encouraged to undertake regular training to increase their knowledge and qualifications. Staff are clear of their roles and deployment is carefully planned to support children effectively. All of these aspects facilitate continuous improvements to the provision and the outcomes for children. The manager has worked hard to start implementing the delivery of the Early Years Foundation Stage and is cascading her own expertise to the staff team. Most aspects are in place. However, although she has planned to develop links with other nursery and preschool settings, these are not yet in place. Parents are encouraged to be involved in their children's learning and there are regular review meetings offered. However, some information given to parents in relation to the Early Years Foundation Stage is a little complicated. Policies and procedures to support children's welfare are well organised and updated regularly. However, although a tick list is in place to mark which children attend each day, the hours of attendance are not clearly recorded which is a requirement. Staff have a clear understanding of how to safeguard children and there is regular training to ensure that they can identify the signs of abuse and the procedures to follow. Consequently, children would be effectively supported in the event of a concern arising.

## **The quality and standards of the early years provision**

Children are very settled and clearly enjoy their time in the preschool. They are able to independently access the bright and varied resources. Children make good progress in their learning and are motivated by the activities which are imaginative and exciting. For example, the current theme is 'Pirates'. Children build a large ship from wooden blocks, dress up, paint treasure maps and make their own telescopes. They make joint decisions on how to plan their journey and how they will reach the treasure, working cooperatively to choose which map to use, how to carry their food supplies and discussing what they will need on the way. Staff are skilled in their interaction, challenging and extending children's knowledge by asking questions about their plans and their journey. Throughout all activities, children show awareness of each other and are kind and caring, looking after new children, sharing and helping each other.

Staff continually make unobtrusive observations of the children in order to assess what they are achieving and where they need to go next in their learning. In addition to operating a key worker system, all staff know all of the children and where they are in their development, which enables them to consistently support their learning. Planning takes into account children's interests and is used to help children with specific learning targets. All staff are working hard to develop their

knowledge of the Early Years Foundation Stage. Children with particular learning or language needs are effectively supported by two specifically trained staff who work with parents to ensure that each child's individual needs are met. All children are learning basic sign language and can recognise their names, raising their awareness of disabilities. Children learn how to express their feelings and emotions, holding up a sad or happy face and explaining how they feel that day. Some children remark ' I feel happy because I am at Ducklings'. Regular risk assessments keep the children safe and they are also reminded by staff how to take responsibility for their own safety.

Children learn about the wider world through a variety of topics and activities. To help celebrate Chinese New Year, there was a visit to a local Chinese restaurant and the children learnt how to write their names in Chinese. Children learn how to be responsible individuals in the community around them and are involved in regular litter pick-ups, recycling and contributions to the harvest festival at the church. They also collect for charities and take an active part in many fundraising activities. Children are very effective communicators and decision makers. Many have competent language skills and some are constructing quite complicated sentences. They enjoy problem solving with numbers and shapes and can calculate how many children are in each day at circle time. All children can confidently use the computer, mouse and printer.

Children's health is extremely well promoted. They grow and eat their own vegetables and have special fruit and vegetable tasting days. They make collages and wall displays to show which food is good for them and staff work in conjunction with parents to ensure that packed lunches are nutritious. Children learn how to recognise when they need a drink or snack and there is a cafe style snack bar where they go and help themselves to fruit and milk. Children understand why they need to wash their hands before they eat, saying ' there are germs on my hands and I need to get them off before my fruit'. Children can decide for themselves when to go and play outside and independently put their coat and shoes on. They can choose from a variety of activities and resources which help them develop their physical skills.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
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?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
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](http://www.ofsted.gov.uk)

## **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

## **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.

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.

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