

Ellesmere Ducklings

Inspection report for early years provision

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Inspector Tara Street

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Type of setting Childcare on non-domestic premises

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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*.

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Description of the setting

Ellesmere Ducklings is run by a voluntary management committee. It opened in 1987 and moved into the present building in 1997. It operates from one main room in a pre-fabricated classroom situated in the grounds of Ellesmere Primary School, Ellesmere, North Shropshire. All children share access to an enclosed outdoor play area. There are no issues which may hinder access to the premises. A maximum of 24 children aged two to five years may attend the setting at any one time. The group is open five days a week from 09.00 am to 15.15 pm term-time only.

There are currently 77 children on roll who are within the Early Years Foundation Stage (EYFS). Of these, nine are in receipt of funding for nursery education. The setting supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language. The provision is registered by Ofsted on the Early Years Register.

There are six members of staff, including the manager, who work directly with the children. All of the staff hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good. The pre-school provides a positive experience for children due to the quality of interaction with staff and the variety of resources and activities available daily. Staff ensure that all activities are accessible to all children, with early independence encouraged. Inclusive practice is the norm, with staff carefully considering the age, stage and abilities of individual children in their planning. All involved in the pre-school continually strive to improve, resolve any weaknesses and implement new ideas.

What steps need to be taken to improve provision further?

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

- review the procedures for hand washing to ensure risks to children are minimised
- review the accident recording procedures to ensure that parents and other early years settings that the children attend are appropriately informed of any accident and injuries sustained and the treatment given
- develop further the assessment system to make it clearer how children are progressing towards the early learning goals and use these to regularly plan the next steps in a child's developmental progress.

The effectiveness of leadership and management of the early years provision

The environment is warm and welcoming to all children, parents and carers. For example, welcoming posters are situated in all areas and a parents' notice board displays information such as the setting's registration certificate and weekly snack menus. Staff work very closely with the parents to ensure they have detailed information on each child's individual needs enabling them to promote an inclusive environment for all. The excellent communication between staff and parents helps to promote children's care and learning. Each child has a development file which includes staff observations of their learning, individual work, photographs and information from the parents. There are clearly established links with other early years' practitioners, particularly for those with learning difficulties and/or disabilities and those who have English as an additional language, and as a result continuity of care and learning for individual children is good. Most of the relevant documentation is in place with clear policies and procedures covering all aspects of the provision. As such the needs of children are met and they are well protected. Staff carry out detailed risk assessments which cover all aspects of the provision and ensure the effective management of eliminating risks for children. However, the settings accident recording procedures are not always consistently followed by staff to show when parents and other early years settings that the children attend have been appropriately informed of any injuries sustained and the treatment given. Good recruitment and vetting procedures ensures adults working with children are suitable. This includes carrying out systematic induction and appraisals to monitor the adults ongoing suitability. Staff protect children from harm as they clearly understand their role in child protection and are able to put appropriate procedures into practice when necessary.

The manager's demonstrate a strong commitment to improvement and have a clear understanding of the requirements of the EYFS. Effective systems are used to continually evaluate the provision and include staff and parents' views. For example, through questionnaires and regular staff meetings. Recent changes include developing the outdoor play space to provide a covered veranda so children can enjoy playing outside in all weather conditions. Improvements include addressing the recommendations made at the last inspection. Future plans are well targeted to bring about further improvement to the provision.

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

Children are happy and settled within the welcoming environment. Both the indoor and outdoor areas of the setting provide children with a wide range of opportunities which help them to make good progress across all areas of learning and development. Staff work well together to plan activities around children's interests. This is done by carrying out a range of observations and recording achievements. However, assessment records do not clearly show children's progress over time or regularly identify their next steps in learning to effectively inform planning. Staff are aware of this and are working to develop this aspect of

the provision. A balance of adult-led and child-initiated activities are incorporated into the plans resulting in children being active and creative learners. Staff are mindful of the individual children participating, for example, a construction activity is presented in slightly different ways to each group of children to ensure that all are challenged and their understanding extended. Staff deployment is good. There is always someone on hand to support those that need it, particularly with younger children, but adults are also skilled at leaving children alone at times to be active in their own learning.

Children's personal, social and emotional development is encouraged extremely well. Staff are very good role models with a consistent, positive approach. As a result, children are highly effective in managing their own behaviour and keeping themselves safe, for example, helping to sweep the floor and patiently take turns to use the various play resources. They cooperate with their peers, share equipment very well and understand about right and wrong. Staff promote children's developing language skills as they listen to them, engage them in conversation and support them with their critical thinking and problem solving skills. Numbers are used throughout the day; staff encourage children to count in everyday situations and during their play. Children develop their skills in using technology throughout the setting because they have good opportunities to handle interactive toys and learn to use the computer. Children have good opportunities to learn about the world around them. Staff provide a broad range of activities which include outings within the local environment such as going on nature walks and visiting the adjacent children's centre. Children's experiences are further enhanced through regular visitors to the setting such as the fire brigade, community police officer and the dental nurse. Children's sensory experiences are promoted well as they explore and investigate a variety of media and materials such as sand, water play and collage materials.

Children's health and well-being is actively promoted by the setting through the sickness policy, cleaning routines, balanced snack menu and good access to drinks to maintain hydration. However, hand washing routines do not always effectively promote the good health of children because they use communal soap bars to wash their hands after toileting and before snack. Children experience a good range of regular activities both inside and outside which develop their co-ordination and balance skills. They eagerly participate in games, ride on bikes and explore the climbing frame. During activities children learn about keeping themselves and others safe, such as learning to use play equipment safely.

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

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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