

Ducklings Opportunity Group

Inspection report for early years provision

Unique reference number

EY404277

Inspection date

26/05/2010

Inspector

Jennie Lenton

Setting address

Meir Community Centre, Pickford Place, Meir, Stoke on
Trent, ST3 7DY

Telephone number

07817 175 228

Email

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 Opportunity Group registered in 2009 and operates from Meir Community Centre, Stoke-on-Trent. The setting is open from 9.30am until 2.30pm, Monday to Friday, term time only. The group is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 20 children may attend the setting at any one time. Currently, there are 31 children on roll, of whom 20 receive funding for nursery education.

Four members of staff work with the children. The manager has completed the first year of the Foundation degree in early years practice and holds an National Vocational Qualification (NVQ) at level 4. Two other staff members are qualified to NVQ level 3. The setting is accessible all on one level and children with learning difficulties and / or disabilities are welcomed.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and relaxed in the setting. They are skilfully supported in developing their confidence and abilities as staff play alongside them extending and promoting their learning and development throughout the sessions. Most required documentation is in place to successfully support their care and welfare. Staff work effectively with parents to get to know each child's individual needs, preferences and character. Systems for monitoring and evaluating the provision are generally well established, and there is a clear focus on driving the setting forward to enhance children's experiences.

What steps need to be taken to improve provision further?

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

- record the unique reference numbers of CRB disclosures obtained and the date on which they were obtained for all staff and committee members (Suitable People). 02/06/2010

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

- revise the grouping of children for set activities so that quieter members are able to fully participate and more advanced children are given greater challenge
- evaluate activities to determine the impact on children.

The effectiveness of leadership and management of the early years provision

Staff have a clear understanding of safeguarding issues and are clear about the procedures to be followed in the event of suspected abuse. Their practice is underpinned by a comprehensive safeguarding policy with all relevant contact details available for prompt referral to outside agencies if required. Robust recruitment systems ensure that staff complete the necessary checks to ensure they are suitable to work and regular appraisals are completed to ensure their ongoing suitability. However, while all staff have been checked, the unique Criminal Records Bureau disclosure numbers and dates of issue have not been recorded for all staff and committee members. The premises are secure and the setting is risk assessed on a daily basis to ensure that it is fit for purpose. All resources are well maintained, and the setting is thoughtfully laid out to help children feel confident and secure. For example, there is a screen separating the registration area from the main room, so that children are able to leave their parents to complete essential paperwork without becoming fretful.

Staff ensure that all required information is gathered from parents prior to children's commencement at the setting. This ensures individual needs are met as staff are informed as to any special requirements, such as dietary or religious restrictions. Staff develop positive relationships with parents and carers as they offer a warm welcome and take time to discuss their child's day. Parents are encouraged to feedback their views on the setting and prompt action is then taken to address any issues. For instance, parents requested more information on their children's progress so children's developmental files are now readily available in the registration area.

Strong team working ensures that all staff feel valued and supported in their roles. They work well together planning and developing activities to meet children's individual needs. However, these activities are not regularly evaluated to determine the impact on children. Consequently, areas for improvement are not always noted. Self-evaluation is generally effective, however, with strengths and weaknesses largely identified. Future plans for the setting have been identified and these are regularly monitored to ensure progress is made. All future aims are focussed on improving outcomes for children. For example, the setting is committed to developing the outside area so that children will have a designated play area as soon as possible.

Staff effectively promote equality of opportunity recognising each child as a unique individual and responding promptly to any additional needs. They are clear about the importance of working with parents to ensure children receive any additional support they require. The setting also works successfully in tandem with other professionals to meet individual needs such as autism and behavioural difficulties. Good systems are in place to support children's transition into school as the setting has positive relationships with local primary schools, sharing developmental files and discussing individual children's levels of attainment.

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

Children happily skip into the setting in the morning, leaving their parents with ease as they enter the warm and welcoming surroundings. They have comfortable relationships with staff and their peers as they chat confidently, talking about their pets at home or discussing the clothes they are wearing that day. They enjoy the consistent routines, self-registering as they find their names on the 'little duck' cards and settling on the carpet for registration time. Children are encouraged to adopt a healthy lifestyle through the availability of healthy snacks. They are provided with fresh fruit, toast or crackers at snack times and bring packed lunches from home, which staff add ice packs to, to ensure that the food does not perish. They know to wash their hands before eating, as they sing 'germs, germs go away' and discuss how dirty hands can make you poorly. Their behaviour is good as they are clear about what is expected of them and they understand the importance of behaving safely, walking around the setting and sitting on chairs properly at meal times. Staff give plenty of praise and encouragement throughout the day. Consequently, children have high levels of self-esteem.

Staff demonstrate a robust understanding of the learning and development requirements of the Early Years Foundation Stage. They successfully promote all children's learning and well-being as they interact with them throughout the day, promoting their learning and extending their play through open questioning. Where additional needs are identified, staff ensure that early intervention is obtained, ensuring all children are effectively supported to reach their potential. Observation and assessments are used to identify children's achievements, interests and preferences. These clearly link into the planning of future activities. Consequently, children are consistently engaged in activities that are designed to stimulate them. This promotes continual development and, as a result, they are all making good progress towards the early learning goals. However, routine activities such as circle time are sometimes dominated by the more advanced children, making it difficult for quieter ones to show what they know.

The six areas of learning are all covered through a wide range of interesting and engaging activities. Children have great fun playing with a tray full of icing sprinkles, using scoops to make piles and combs to rake through them. They enjoy the feel of the sprinkles on their hands and trace letters and shapes in them as they play. Small world play is also enjoyed as they play with a toy pirate boat and castle, allowing their imagination to roam freely. Books, jigsaws, dressing up and painting are also enjoyed. Children learn about the wider community as they regularly go to the adjacent café run by adults with learning disabilities. They count out their money as they pay for a slice of toast, developing numeracy skills alongside their social skills. A walk around the centre also provides opportunities for children to develop their understanding of the natural world. They enjoy picking grasses and flowers and develop their physical skills as they hop, jump and skip along behind staff. Indoor active play is also available. Children have opportunities to balance and climb on equipment. They twirl hoops enthusiastically or jump from one to another showing good control of their bodies. The wide range of activities ensures that they are fruitfully engaged throughout the day.

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	2

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	2

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