

Hunsdon Ducklings

Inspection report for early years provision

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Inspector Clementina Ogunsanwo

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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*.

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

Hunsdon Ducklings Pre-school opened in 1995 and has sole use of a portacabin sited in the grounds of Hunsdon Junior School. It is situated in the small village of Hunsdon near Stanstead Abbots, Hertfordshire. A maximum of 16 children may attend the pre-school at any one time. The group is open each weekday from 9.00am to 12.00pm during school term-times and in addition offers a lunch club on Mondays to Thursdays from 12.00pm to 12.45pm and a breakfast club on Mondays to Fridays. The children share access to the school playground. The setting supports children who speak English as an additional language and those with special educational needs and/or disabilities. There is ramped access to the setting.

There are currently 24 children aged from two and nine months to under four years on roll, all of whom are within the Early years Foundation Stage age range. Of these, 21 children receive funding for nursery education. Children attending the group come from the local and surrounding areas. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The pre-school employs six members of staff. One staff member has a Bachelor of Arts in Early Years Education Studies, one has an early years qualification at Level 3 and one staff member holds a Level 2. Two members of staff are working towards Level 3. The group receives support from a teacher from Hunsdon School, from the Pre-School learning Alliance and from the local authority's Early Years Service which assists the setting in delivering the Early Years Statutory Framework.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's learning and development are promoted well in this caring and welcoming environment. All children are included in the range of activities and use of equipment. Parents and carers are confident about the quality of care and support their children receive, as shown in one comment by a parent, 'it's fantastic, as my child's communication skills are improving well'. The playgroup has a good capacity to improve further.

What steps need to be taken to improve provision further?

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

- extend the range of educational resources in order to maximise the opportunities for children's learning.

The effectiveness of leadership and management of the early years provision

The experienced leadership and management ensure that policies are regularly reviewed to reflect current childcare legislation and use them well to promote the care and education of the children. Safeguarding procedures are secure and risk assessments are carried out on a regular basis to protect the children. The premises are secure and remain so, as the arrival and departure of all visitors are monitored to ensure the safety of the children.

Staff have access to training programmes and are provided with opportunities to explore models of good practice and self-evaluation strategies through positive links with the local authority's early years section. Links with the host primary school are helping to drive improvement and promote inclusion. Partnerships with others are good. The playgroup's positive links with external agencies for specialist advice and support are improving the quality of the provision, and this assists staff in addressing the needs of all the children, including those with special educational needs and/or disabilities.

Self-evaluation is good, as both the management and all staff members have accurately highlighted the need for extending the range of resources as one of the main priorities for facilitating further improvement. Staff work well as a team and take collective responsibility for the care and education of the children. The setting makes good use of the available resources to facilitate the children's learning. Children use the outdoor environment for physical play activities during which they make imaginative use of the outdoor equipment.

Partnerships with parents are outstanding. The playgroup maintains highly positive links with parents, who provide helpful background information, which assists staff in planning for the care and education of the children. Parents' active participation in running the playgroup enables the children to settle well into the playgroup's routines.

Leaders have effectively addressed the issues identified during the previous inspection. For example, the complaints procedure has improved and now provides detailed information about the process for making complaints.

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

The playgroup provides a wide range of interesting activities, which keep the children purposefully engaged. For example, children concentrate for extended periods of time so as to complete their weather features paintings, which will form part of the wall decorations. The illustrative displays of children's art work contribute to making the learning environment conducive and gives the children a sense of pride in their work. Subsequently, children are happy and confident, which is evident in their delightful responses during lively role play sessions to recreate tea parties. Staff's active involvement in children's play sessions helps to

make learning meaningful. Regular circle time sessions, during which children share their daily experiences and plans for the half-term break, are allowing children to develop good listening and speaking skills. Opportunities for the children to visit the main primary school for group phonic sessions with children in the reception class are developing children's early reading skills and, subsequently, their future workplace skills. Purposeful daily discussions to explore the days, dates and to count the number of children present in each session are helping the children to explore the concept of numbers and understand the passage of time.

Story sessions are fun, with children listening with interest. Subsequently, children are making good progress towards the achievement of the early learning goals. For example, one child was able to state that it was the 28th of the month. Snack times are an enjoyable social event with children actively placing laminated name cards on the table.

Planning is detailed, with a range of interesting activities which sustain the children's interest. Staff make observation notes of children during activities and maintain records of their work which reflect the progress children are making towards the achievement of the early learning goals. All children, including those with special educational needs and/or disabilities are included in the range of activities. The celebration of Chinese New Year and active discussions of the uniqueness of each individual are developing children's awareness of other cultures to a good level. Behaviour is good. Children play well together and enjoy each other's company, which is evident in their regular role play activities. Regular walking trips to the local village are developing children's awareness of the benefits of an active lifestyle. Enjoyable opportunities to build the greenhouse as part of a group allow the children to make a worthwhile positive contribution. Purposeful discussions about the importance of keeping safe are developing children's good awareness of safety. Subsequently, children make safe use of the outdoor play equipment. Staff supervise children well during activities which promote their safety and well-being. Children have continual access to drinking water and are provided with a healthy selection of fruit, milk and water during snack times, which promotes their health well.

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

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| 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

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| 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

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| 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

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| 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 | 1 |
| 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

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