



## **Ducklings at St Margarets**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY311767
<b>Inspection date</b>	06 February 2006
<b>Inspector</b>	Jane Elizabeth O'Callaghan
<b>Setting Address</b>	St Margarets School, Town Street, Horsforth, Leeds, West Yorkshire, LS18 5BL
<b>Telephone number</b>	
<b>E-mail</b>	
<b>Registered person</b>	Ducklings at St Margarets
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Ducklings at St Margaret's Pre-school has been registered since 2005 and is a voluntary organisation. The group operates in Horsforth on the outskirts of Leeds.

The property is a new, purposely built property within St Margaret's school. The pre-school opens from Monday to Friday from 08.00 to 18.00. They currently have 65 children on roll of whom 3 year olds and 4 year olds are in receipt of nursery education funding. The pre-school currently supports children with special needs and

children with English as a second language. The pre-school is registered for 40 children aged 2 to 5 years old.

There are six staff employed and all hold a relevant child care qualification, the majority of which is NVQ level III. Staff are working towards gaining a higher level such as NVQ level IV in childcare management. The setting receives support from the Local Authority and is working towards the Leeds Quality Assurance.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children develop a good approach to their health through the staff's positive practices and procedures. This meets the children's needs effectively through personal hygiene, physical activities and promotion of healthy foods. Children are becoming increasingly independent in their personal care and physical skills.

Children test and develop physical skills and control of movement through the access to a good range of experiences and activities both inside and outside. Staff have a sufficient knowledge of children's development to enable the youngest children to be eager to try out new skills and seek support when needed. For example, balancing on a beam, planting of seeds and riding of bicycles and cars.

Children enjoy fresh fruit and other healthy options at meal times. The kitchen area, used specifically for preparation of the children's snacks, is clean and some staff have attended a Food Hygiene course recently. The sleeping and feeding routines for the younger children are monitored and recorded appropriately and discussed with parents. For example, children can sleep on child size chairs that convert to a bed and a pushchair is also available.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Staff ensure risks of accidental injury are lessened, through the detailed and effective safety policy and procedures in place. However, one area needs to be addressed, to ensure the safety of all children. The security of the building is very good and staff are able to see all persons entering. For example, all parents, staff and visitors have to ring a door bell and wait to be allowed in, there is a visitors book and they wear an identity badge.

Children are partly involved in organising their environment, for example, children are responsible to tidy up and walk to the main dining area at dinner time, confidently and safely. Children use good quality resources and equipment, which are appropriate to their developmental needs and organised for children to access independently. The children learn about dangers around them and how to protect themselves. For example, walking quietly and in twos at dinner time, fire drills and being safe on visits and trips.

Children are well protected by staff who have a sound understanding of child protection, through detailed policies and procedures. The staff are fully aware of the importance of updating training in Child Protection and are in the process of attending courses. This promotes the importance of children's welfare.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are settled and enjoy coming to the nursery. The staff are keen and interested in the children. They are extending their knowledge and skills for the children under three years old and developing their programme of activities. The younger children are developing a sense of self and belonging. Staff in the pre-school have a sound understanding of the Foundation Stage Curriculum to provide the children with adequate learning opportunities, through training that they have attended.

Staff provide continuity of care for the children under three years, which ensures their routines and needs are well met overall. For example staff have attended Birth to three Matters, and put this into place through the planning and activities provided. Good relationships are established that enhance children's independence and promotes their development of well being appropriately.

### **Nursery Education**

The quality of the teaching and learning is good. The children are keen to learn and participate in the range of activities offered, which are suitably organised and accessible to the children. Staff use an appropriate range of teaching methods with the children to support their learning across the curriculum. Children work well together and follow routines safely and accept responsibility for their actions. The children have good levels of concentration and imagination, and on occasions offer and extend their ideas through their play. For example, baking flapjack, and talking through the ingredients. There are lots of displays of the children's work which shows a variety of resources used, such as bubble painting and shapes patterns.

Children communicate well both with each other and staff. For example, staff encourage the children to share their experiences in what they know, and sometimes encourage questioning if a child is uncertain. This supports their thinking skills to develop their independence. Children have opportunities to mark, make and recognise letters in their names. Children are developing their confidence and use of numbers and counting to ten and beyond for the older children in their daily activities. For example, how many children are in the line, through number songs. They use the computer daily and this provides games to enhance their mathematical and fine motor skills.

Children are independent in most aspects of their play and personal care, however there are some missed opportunities at meal times. For example, children are not given the choice to serve food and drinks at snack times.

Children are able to explore and investigate their surroundings in the nursery garden,

on visits and through topics. For example, growing and planting their own seeds and visits from outside agencies such as zoo lab, parents and police. Physical skills are well balanced and the children are confident in their use of both large and small equipment. Creative experiences and resources assist the children to make sense of the world around them.

Assessment of the children's learning and progress is managed by the child's key worker. Evaluation of activities and ongoing plans do not always show challenges or additional support for children, which impacts on how future planning for individual children is effective.

### **Helping children make a positive contribution**

The provision is good.

Children are welcomed and valued and staff are responsive to their individual needs. Children's behaviour is good and staff promote positive role models for the children in taking turns and to share. The children are learning to take responsibility for their actions within realistic boundaries for them to follow. Their understanding of right and wrong is increased as they respond to gentle reminders to respect and care for resources and their environment.

The children have access to resources that promote diversity, and they are beginning to learn about the world around them. Children with special needs are very well supported and effective arrangements are in place. Some visitors come into the nursery, and children have occasional outings to extend their experiences. Children's spiritual, moral, social and cultural development is fostered well.

Partnership with parents is good. Children benefit from the parents' positive relationships developed with staff. They are encouraged to be involved at the start of their child's time at pre-school. Appropriate information is given to parents through a detailed prospectus and regular newsletters, which include the topics children are to do in the pre-school and how parents can support their child. Most policies and procedures are accessible to parents. However, the complaint procedure, with all relevant information, needs to be made available to parents. Opportunities are offered to parents to attend the pre-school to discuss their child's progress. For example, open evenings and the group have a open door policy.

### **Organisation**

The organisation is good.

The premises are well presented and offer suitable space for all the children both inside and outside. This supports the children's overall learning and play opportunities. There are suitable detailed policies and procedures that promote and contribute to children's welfare and safety. There are effective procedures in place for the recruitment and induction of staff. Appraisals are carried out efficiently and regularly, which provide clear training plans for all staff to develop their skills. For example, Birth to three framework and child protection.

A key worker system is established for all children and staff are consistent, which provides both the children and parents with continuity of care and contact.

The leadership and management of the nursery education is good. Staff have attended foundation stage training and are involved in planning for the curriculum to help children develop. There are informal evaluations of staff performance and appraisals are used to monitor staff development. Assessments records are updated by key workers, who monitor children's achievement and development. Overall, children's needs are met.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

There have been no complaints to Ofsted since registration.

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.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

## **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure all areas are free from dangers for children
- develop a complaint procedure that is accessible to parents.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop children's individual assessment records to plan for their next steps in learning
- develop the organisation of snacks and meals so that children can further increase their independence skills.

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