



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY268556

DfES Number: 597050

INSPECTION DETAILS

Inspection Date 01/02/2005
Inspector Name Sally Ann Hubbard

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Ducklings Pre-School
Setting Address VC Primary School, Weasenham Road
Great Massingham
King's Lynn
Norfolk
PE32 2EY

REGISTERED PROVIDER DETAILS

Name The Committee of Ducklings Pre-School 1039199

ORGANISATION DETAILS

Name Ducklings Pre-School
Address 33 St. Johns Road
Tilney St. Lawrence
King's Lynn
Norfolk
PE34 4QJ

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Ducklings Pre-school is managed by a voluntary management committee, made up of parents of children attending the pre-school. It opened in 1975 and operates from a mobile classroom, sited in the grounds of Great. Massingham Voluntary Controlled School, situated in the village of Gt. Massingham. A maximum of 16 children may attend the pre-school at any one time. The pre-school opens each weekday from 09:00 until 12:55hrs. Children have access to a fully enclosed, outdoor play area.

There are currently 16 children from two to five years on roll. Of these nine receive funding for nursery education. Children attend from the local area. The pre-school supports a number of children with special educational needs.

The pre-school employs four staff. Two of the staff, including the manager, hold appropriate early years qualifications. One staff member is working towards a suitable qualification. The pre-school receives support from the Early Years and Child Care Development Partnership (EYDCP) and Norfolk Early Years Support Network (NEYSN).

How good is the Day Care?

Ducklings Pre-school provides satisfactory care for children aged two to five years.

The pre-school ensures adults are suitable, staff have experience, and some hold appropriate qualifications. Staff keep the premises clean and, usually, prepare activities for children before they arrive. They ensure furniture, toys and equipment are appropriate and conform to standards. However, they do not have a wide range of equipment available or enough individual resources. Records are all in place and are readily available and accessible. All information is available for the operational plan.

Staff have clear safety procedures in place and complete risk assessments for specific activities or outings. Accidents and medicine records are in place and confidentiality is maintained. Staff are aware of children's dietary needs and provide

them with healthy snacks. Staff are aware of child protection issues and know what to do, and who to contact, if they suspect a child is being abused.

Staff plan activities to cover all areas of development and children have a range of resources available. However, these are not always sufficiently challenging, which impacts on children's behaviour. Staff involve themselves in the activities, and generally interact well, asking some appropriate questions. However, they are not always positive and consistent when managing children's behaviour. Staff encourage children to develop their independence. An equal opportunities policy is in place and, generally, staff try to positively promote this. However, occasional, inappropriate comments are made in front of, and to, children. Some resources are available, reflecting equal opportunities, but these are limited. Staff have appropriate systems in place to identify and support children with SEN.

Parents are provided with good information about the pre-school and a summary of the policies is in the brochure. Parents share information with staff and give positive comments about the pre-school.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff are very aware of safety issues, and supervise children well, while they play inside and out. They take positive steps to prevent accidents.
- Staff promote healthy eating and ensure that they are able to meet children's dietary needs.
- Good hygiene is promoted and encouraged to prevent the spread of infection. Children are learning about appropriate hygiene.

What needs to be improved?

- the range, and quantity, of toys and resources to ensure these are sufficiently stimulating and challenging for the children
- the resources reflecting equality of opportunity
- staff awareness of equal opportunity issues, language used and implementation of the policy
- the techniques used to manage children's behaviour and staff role models.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person must take the following actions by the date shown**

Std	Action	Date
5	Produce an action plan detailing how you will improve the range, and quantity, of toys and resources to ensure these are sufficient, stimulating and challenging for the children.	23/02/2005
11	Produce an action plan detailing how you will develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development.	23/02/2005

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
9	Ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice.
9	Develop staff's knowledge and understanding of equal opportunities issues.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for nursery education at Ducklings Pre-school is good. It enables children to make generally good progress towards the early learning goals in all areas of learning.

The quality of teaching is generally good. Most staff are aware of the foundation stage curriculum and know how activities link to this.

A system for planning is in place but is not always implemented. Staff are currently in the process of changing this to make it clearer for them all to understand and implement. Staff try and ask questions to provide some challenge for children. They know the children very well and at times interact effectively with them. Staff sometimes give children explanations regarding their behaviour and encourage them to think about how they are behaving. However, they do not always provide appropriate role models or a consistent approach to behaviour management. Staff generally involve themselves well in activities and try to help children be self-sufficient. They make good use of space indoors and out.

Leadership and management is generally good. Staff meet together to discuss plans and share ideas. They are beginning to work together as a team and have clear roles during sessions. Staff are able to identify strengths and weaknesses but do not address these on a regular basis. Appraisals are completed yearly and the chair of the committee comes into the group on a weekly basis. The pre-school show a commitment to improving the care and education they provide and staff are very keen to implement information learned from courses.

Partnership with parents is generally good. Parents are provided with an informative brochure telling them how the pre-school is run. They have opportunities to take children's records home to look at and can have an appointment with their key-worker to discuss them. They share information on an informal basis daily and are encouraged to be involved in their children's learning by sharing books with children at home.

What is being done well?

- Staff know the children well and have good relationships with them. They support them while they settle in the pre-school. Children show confidence on arrival and have formed friendships within the group.
- Partnerships with parents is good. They are able to become involved in the running of the pre-school, by serving on the committee, and can volunteer to help out in sessions.
- The pre-school has effective procedures, and support, for children with special educational needs.

- The pre-school show a commitment to improving the care and education they provide.

What needs to be improved?

- the planning to ensure it is clear and able to be understood by all staff
- the implementation of plans
- the planning in mathematics to ensure children are provided with sufficient opportunities to compare groups of objects and learn about simple number operations
- the provision of mark-making in different play situations to help them understand about making marks for different purposes.
- the activities to ensure staff effectively extend, and provide appropriate challenges for, children of different abilities
- the use of the identified next steps in assessments to inform the future planning of activities to enable staff to monitor children's progress effectively.

What has improved since the last inspection?

The pre-school have made generally good progress in addressing the six key issues raised at the last inspection, which were to;

1. develop and extend the comprehensive recording and assessment procedures to identify the next steps for each child. Most of the assessments of children are showing the identified next steps for development.

2. in physical development: build the children's knowledge of how their bodies work and health and hygiene. The programme for hygiene is built into the daily routine and plans show the children have opportunities to learn about health and bodily awareness.

3. in knowledge and understanding of the world: build the children's knowledge of the passage of time. Children have opportunities to discuss past events with staff such as, what they have done over the weekend, and they watch plants grow and look at the weather and seasons.

4. in mathematics: plan opportunities and activities in the mathematical programme building the children's confidence in making their own mathematical patterns. Plans show that there will be some opportunities in the future for children to recognise and build their own mathematical patterns.

The remaining two key issues have been partially addressed;

1. continue to develop and encourage children to become aware of the behaviour that is expected of them; encourage them to take responsibility for tidying away resources during the session. Staff now encourage children to take responsibility for

tidying away resources during sessions but still need to continue to develop and encourage children to become aware of appropriate behaviour and what is expected of them.

2. in communication language and literacy: provide and develop more opportunities for the children to write for a variety of purposes, continuing to emphasis the correct letter formation. Staff do emphasise correct letter formation but still need to provide opportunities for children to write for a variety of purposes.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident on arrival; they are well settled, and have obvious friends, mostly playing well together. They are beginning to learn how to share and take turns with occasional disagreements. Children have opportunities to develop independence. Children do show care and concern for others at times, however, they can be disruptive and do not always show an understanding of how to behave appropriately. They readily share information from home and celebrate birthdays in the group.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are beginning to communicate effectively and most are very confident to chat to adults and each other. They are learning to sit and listen at group time but lose concentration after a short while. Children can access books, handle them well, and have some examples of print around the room. They are developing good early writing skills, and some form recognisable letters, showing good pencil control. Children access mark-making but this is not available in different play situations.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have opportunities to use number, and count, during everyday activities. They are learning about quantity and discuss weight, heavy and light, during activities. Children have good opportunities to recognise, and name, simple shapes. They use manipulative language, such as saying they are "squashing the dough" as they use it to make models and shapes. However, there are insufficient opportunities for children to compare groups of objects and learn about simple number operations.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have some opportunities to investigate and explore using their senses. They learn about change over time, planting bulbs and looking at melting ice. They have some opportunities to use designing, and making, skills but these are limited. Children gain a sense of time discussing what they have done at the weekend. They are encouraged to help look after their environment and go for walks in the local area. Children learn about others beliefs as they look at the festivals they celebrate.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently around the room both inside and out. They have good control and co-ordination and can avoid running into each other when riding trikes and pushing buggies outside. They show some awareness of space and move well to music and action songs. They have some opportunities to learn about health and bodily awareness. Children have a basic range of small, and large, equipment to use. They are beginning to handle small tools, such as scissors, cutting with skill.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children have opportunities to explore different media, such as compost, corn flour, dough and paint. They help decorate tubes to make drums and have some opportunities to use their imagination in art and design. Children move imaginatively to classical music, and action rhymes, and play instruments in time to songs. They involve themselves in imaginary games and use dressing-up resources well. Children are beginning to use their senses and have opportunities to discuss feelings.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- ensure the system for planning is clear and understood by all staff to enable them to effectively implement activities.
- ensure planning shows how children will be given sufficient opportunities to:-
- in mathematical development - compare groups of objects and look at simple number problems and
- in communication, language and literacy for children to make marks in a variety of different play situations.
- ensure staff effectively extend activities and provide appropriate challenges for children of different abilities
- ensure that identified next steps in assessments are used to inform future planning.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.