



Office for Standards  
in Education

## DAY CARE INSPECTION REPORT

URN 203565

### INSPECTION DETAILS

Inspection Date 15/05/2003  
Inspector Name Sharon McNamee

### SETTING DETAILS

Setting Name Ducklings Preschool  
Setting Address Notley Green Community Centre  
Braintree  
Essex  
CM7 8UW

### REGISTERED PROVIDER DETAILS

Name The Committee of Notley Green Community Association  
(NGCA)

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care. When making judgements, inspectors have regard to how well the provider meets the National Standards for under Eights Day Care and Childminding. A list of these is attached. The report identifies strengths and areas for improvement.

This inspection report must be made available to all parents.

### Information about the setting

Ducklings Pre-School opened in 1995 . It operates from one purpose built room at the back of the local community centre situated in Great Notley in Braintree. The Pre School serves the local area. The group is registered for 20 children. There are currently 77 children from two to five years on roll. This includes 39 funded three year olds and 17 funded four year olds. Children attend for a variety of sessions. Some children have special needs and the group supports children who speak English as an additional language. The group opens five days a week during school term times. Sessions are from 9:00 until 12:00 and 12:30 until 3:30. Six part time and one full time staff work with the children. Two have early year qualifications at a level three and one has a level two. Four staff are currently on training programmes. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP), a Special Needs Co-ordinator and Physiotherapist.

### How good is the Day Care?

Ducklings Pre-School provides good quality care for children aged two to five years. Staff give priority to ensuring that children are safe both inside and outside the nursery. They carry out yearly Health and Safety checks as part of the risk assessment procedure. The child centred environment and planning of the curriculum enables children with special needs to engage in the full range of activities provided. There are procedures in place to ensure staff have a consistent approach, these are detailed in the operational plan. Staff organise an interesting programme of activities for children and encourage them to make their own choices about play and learning. Relationships between adults and children are very good. The staff establish good relationships and provide activities that meet the needs of all children. Children engage in free flow play, choosing and initiating their own activities to pursue their own interests. The child accessible equipment and resources are provided to help children begin to make links with the written word. The pre school have all the necessary resources available to ensure the smooth running of the group.

### What has improved since the last inspection?

The pre-school has made progress with actions agreed at the last inspection. An operational plan has been put in place which incorporates a non smoking policy and exclusion of sick children policy. Training has commenced to ensure that more than

50% of the staff are suitably qualified to work with young children.

**What is being done well?**

Staff assist children to recognise their own name and ask cause and effect questions to help children predict outcomes of science activities. Staff praise children's work. Stories are read in a stimulating and interesting way. Language and discussion takes place at every opportunity. Staff introduce descriptive language in the correct context and make stories interactive. Stories are read in an animated way at the daily story time. The staff introduce a home pre school reading connection by providing a library for children to choose their own books. Children are encouraged to find other activities if non active in choice. Planning incorporates short term, medium term and long term. Children are involved in a board range of activities which support their language, mathematical thinking and imagination. Children are involved, interested and enjoy their play. Children relate well to other children and adults in the group. (Standard 3) The physical environment is warm and welcoming for children, staff and parents. The space is used appropriately to promote children's development. (Standard 4) A good range of self access early writing and mark making equipment is provided to help provide a stimulating environment which is popular with the children. (standard 5) Children pour their own drinks which encourages independence and hand eye co-ordination skills. A selection of healthy snacks are provided for the children. Snack time is a sociable and learning experience involving recognising their own name. (Standard 8) The staff use positive behaviour management strategies with children. (Standard 11) Pre school staff have a good knowledge of child protection issues, a policy is in place and staff receive training.(Standard 13) An operational plan is in place and records are shared with parents regularly (Standard 14)

**What needs to be improved?**

Ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice.

**Outcome of the inspection**

Good

**WHAT NEEDS TO BE DONE NEXT?**

**The Registered Person must take the following actions by the date shown**

Std	Action	Date
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**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
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10	Ensure regard for the Code of Practice (2002) for the identification and assessment of special educational needs meet requirements. Steps are taken to promote the welfare and development of children within the setting in partnership with parents and other relevant parties.
5	Provide toys which promote equality of opportunity during the next year.
9	Ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice.

## **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.*