

# Ducklings Pre-School

Inspection report for early years provision

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**Unique reference number** EY337165  
**Inspection date** 21/09/2010  
**Inspector** Rebecca Khabbazi

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Surrey, CR3 6QD  
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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

Ducklings Preschool first registered in 2005 and was re-registered in 2006 following a change in partnership. It is a privately owned preschool that operates from two rooms within a church hall close to the centre of Caterham, and serves the local community. Access to the building is via steps or a slope. There is an area at the rear of the premises for outdoor play.

The setting is registered on the Early Years Register to care for 30 children aged from two years to the end of the early years age range. There are currently 34 children in the early years age group on roll, who attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities, and those who speak English as an additional language. The preschool is open between 9.15am and 12:15pm from Monday to Friday during term-time, with an optional lunch club until 1.15pm on Monday, Wednesday and Thursday.

There are eight members of staff who work with the children. Four staff members have relevant childcare qualifications and three are working towards qualifications. The setting receives support from the local authority through an early years advisor.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting successfully promotes all aspects of children's welfare and development. Children are safe and well cared for in the inclusive, welcoming environment. Excellent partnerships with parents ensure that children's needs are met and they make good progress in their learning, given their age, ability and starting points. Ongoing self-evaluation by the management team ensures that priorities for improvement are promptly identified and acted upon. This means that the service is responsive to the needs of the children who attend and their families.

## What steps need to be taken to improve provision further?

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

- ensure links between observations and the next steps identified for children are clear, in order to track their ongoing individual progress towards the early learning goals
- consider ways of re-organising the grouping of children at circle and story times, in order to further facilitate the active involvement of all children in these sessions

## **The effectiveness of leadership and management of the early years provision**

Children's welfare is effectively safeguarded. Robust recruitment procedures ensure that staff are appropriately vetted and suitable to work with children. All staff attend relevant safeguarding training and are clear about their responsibilities in relation to child protection. All required documentation that promotes children's health, safety and well-being is in place and is well organised. Excellent use is made of resources at the setting. Staff work very together as a team and are deployed very effectively to ensure children receive a high level of support throughout the session. Space and equipment is extremely well organised to create a welcoming, stimulating learning environment where children can independently access a wide variety of good quality learning resources.

The management and staff team make good use of feedback from parents and children to monitor and evaluate the provision and identify areas for future development. Actions taken are well targeted to lead to improved outcomes for children, for instance improvements to children's access to resources that have significantly increased their independence and autonomy at the setting. Relationships with parents are exemplary. Staff work closely with parents to ensure that they have a very good understanding of each child's background and needs, so that equality and diversity is effectively promoted. Daily communication is excellent and parents benefit from both verbal and written feedback about all aspects of their child's care and development. Parents have frequent opportunities to discuss their child's progress and are fully up to date with the next steps for their learning.

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

Children show a very strong sense of belonging and security at the setting. They settle quickly, are confident and have excellent relationships with each other and staff. Children quickly become familiar with daily routines and expectations, and their behaviour is excellent. They learn to take responsibility within the setting when they stop and listen when staff make a familiar sound with a kazoo, help tidy up or remind their friend about the rules. Children develop an understanding of the importance of following simple good hygiene routines, for instance when they carefully wash their hands at the sink before their snack. They play outside and take part in a physical activity session every day as part of a healthy lifestyle, having fun practising their existing skills and learning new ones as they make their way under, over and through an obstacle course or throwing and catching a ball.

Children benefit from a well-balanced routine with good opportunities for uninterrupted independent play. They show high levels of autonomy as they select their own resources, and they are interested and motivated to learn. Staff know children well and plan a wide variety of activities and experiences that support their learning across all areas. They make regular observations of children's

achievements, although sometimes it is not always clear how next steps identified for children link to staffs' observations, to ensure their individual progress is effectively tracked towards the early learning goals.

Children are keen to communicate and eagerly start conversations and share their news. They sit and listen attentively at circle and story times, but due to the size of the group all children cannot always take an active part during these large group sessions. Staff make good use of props to stimulate children's imaginations, and they have fun acting out the story of the 'Bear Hunt', moving over, under and through. They develop skills for the future as they make marks when they play, use the computer to complete simple programmes, or work out how many ducks are left when one swims away. Children find out about the world around them when they experiment with a water run made from guttering in the garden, watching what happens when they put a ball at one and pour water over it; examine their own inky finger prints with a magnifying glass, or discover that the jug is heavy when they fill it with water in the tray. They use their imaginations as they create their own puppet show, paint at the easel, or choose collage materials to make a picture. They are well occupied and stimulated throughout the session and thoroughly enjoy their time at the setting.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
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