

# Deanwood Ducklings Pre-School

Inspection report for early years provision

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**Unique reference number** 103802  
**Inspection date** 18/03/2011  
**Inspector** Julie Sackett

**Setting address** Deanwood Primary Education Technology School, Long  
Catlis Road, Gillingham, Kent, ME8 9TX  
**Telephone number** 01634 239531  
**Email**  
**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**

Deanwood Ducklings Pre-school was established in 1997. The pre-school is managed by a committee. It operates from two adjoining classrooms within the school building, in Gillingham, Kent. A maximum of 32 children may attend the pre-school at any one time. The pre-school is open five mornings a week from 9am to 12noon, term time only. All children share access to a secure enclosed outdoor play area. There are currently 43 children aged from two to under five years on roll, including children who receive funding for early education. Children attend for a variety of sessions. The setting has experience of working with children who have learning difficulties and/or learning disabilities and children who speak English as an additional language. The nursery employs seven members of staff. Six members of staff, including the manager, hold NVQ Level 3 and one holds Level 2. The setting receives support from a teacher from the Early Years Development and Childcare Partnership. The club is registered on the Early Years register and on both the voluntary and compulsory parts of the childcare register.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

The overall quality of the provision is satisfactory. Children are safe and quickly develop trusting relationships with adults. There is a broad range of resources to provide different types of learning and play opportunities for all children. However, there is not a sufficiently strong focus on learning. Children make steady progress in most areas with some observation and assessments carried out by adults to inform planning. There are relevant plans for the future which demonstrate satisfactory commitment and vision for continuous improvement.

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

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

- increase adults' knowledge and understanding of Early Years Foundation Stage so that there is an increased emphasis on learning in all activities
- develop observations and assessments to ensure they are accurate and are used consistently to identify the next steps in children's learning and plan activities which build more closely on what children know and can do
- improve adult interaction with children, including the use of questioning, to ensure that it is purposeful and focused on the learning needs of individuals and groups.

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

Procedures for the day-to-day management of the setting are satisfactory and the setting runs smoothly. Systems for ensuring that children are safeguarded are

thorough and understood by all staff. All risks have been assessed and the setting is safe and secure. All appropriate policies, records and procedures are in place and are used well to promote children's welfare.

The setting has responded appropriately to previous recommendations made by Ofsted. For example, a system of planning has been introduced which includes all six areas of learning and which enables adults to modify activities according to children's interests and needs on a day-to-day basis. The leadership is committed to the adoption of the Early Years Foundation Stage framework and adults' understanding is generally secure although there is some variation across the setting. As a result, there is some inconsistency in the accuracy of the assessments made of children's progress and in the extent to which these are used to plan subsequent learning. Family groups mean that key workers are able to identify and meet individual children's needs.

The setting is successfully working with the local authority to improve the provision and has accurately identified a number of future development needs, including the need to increase the focus on learning through play to accelerate children's progress. There is a strong partnership with the school, so that children are able to make a smooth transition into full-time schooling. This includes effective liaison to support children with special educational needs and/or disabilities with this move. Resources are used well to provide children with enjoyable experiences which secure satisfactory progress. The setting works well with a range of agencies and this ensures that children with special educational needs and/or disabilities make similar progress to their peers.

Parents and carers spoken to during the inspection expressed confidence in the staff and are happy to leave children in their care. There are some opportunities for parents and carers to contribute their views and ideas and these make a satisfactory contribution to improvements in provision, particularly in relation to matching activities to children's interests.

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

Adults have successfully created a positive and caring environment so that children are happy and develop a sense of belonging. Adults take care that children are made to feel welcome and respond positively to their personal and emotional needs. For example, children happily cuddle up with staff to hear a story or to participate in snack time. As a result, children get to know staff very well and they feel safe. Children show a good awareness of safety issues. For example, they can explain why knives must be used with care and why they need to put on a coat before they go outside. Children have access to a spacious and secure outdoor area where activities are organised to reflect all six areas of learning. Children respond with enthusiasm to a range of physical activities available, including a selection of ride-on toys, water play and throwing and catching. This contributes well to the development of healthy lifestyles, but sometimes opportunities to encourage healthy eating are missed. The children's contribution to the community is good because they know that adults actively listen to what they have to say and

value their contributions. Good relationships and clear expectations mean that behaviour is good. As a result children are helped to develop the necessary personal and social skills to support their next steps in learning.

Effective planning provides children with interesting activities which support their satisfactory progress. For example, at the time of inspection children enjoyed decorating 'red nose' cakes with icing and cherries and then ate them with relish during snack time. Activities such as the water tray help children to explore the world around them as they investigate containers of different shapes and sizes. Some adult questioning focuses on learning through play and successfully helps children to develop verbal skills, such as their understanding of 'more than' and 'less than' when playing with the water. However, in most activities there is insufficient focus on learning so that children's engagement lacks purpose and opportunities are missed to build on their prior learning and experiences and accelerate their progress.

The setting is well-resourced and storage is clearly labelled and accessible to the children. As a result, they demonstrate increasing independence and have plenty of opportunities to develop personal preferences. The inclusion of resources such as examples of national costumes in the dressing up clothes, as well as a range of books and posters, help children to begin to appreciate a diversity of backgrounds and experiences. 'Learning Journals' are shared with parents and carers so that they are aware of their children's progress and how they can support this at home. Assessments of the children by key persons are based on observations. These focus on identifying the children's responses and achievements within activities and demonstrate the children's satisfactory progress. However, these are not always used fully to identify the next steps in learning and so accelerate progress.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
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	2
The extent to which children develop skills for the future	3

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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