

# Little Ducklings Pre-School

Inspection report for early years provision

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**Unique reference number** 130750  
**Inspection date** 11/07/2011  
**Inspector** Daphne Prescott

**Setting address** Hangleton Community Centre, Harmsworth Crescent,  
HOVE, East Sussex, BN3 8BW

**Telephone number** 01273 248532

**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

Little Ducklings Pre-School opened in 1999. It operates from Hangleton Community Centre in Hove, East Sussex. The premise is located on the ground floor, and children have access to a playroom, with toilet facilities in this area. They also have access to the soft play area and one further room on the ground floor. A enclosed garden is available for outside play.

The pre-school is open each weekday from 9.15am to 11.45am and 12.45pm to 3.15pm. A day session from 9.15am to 3.15pm is also available.

A maximum of 24 children from two years to the end of the early years age group may attend the setting at any one time. There are currently 43 children on roll who attend different times of the week. The setting is in receipt of funding for the provision of free early education to children aged three and four years old. The setting supports children with special educational needs and/or disabilities and children with English as an additional language.

The pre-school employs six members of staff, all hold appropriate early years qualifications. The setting receives support from City Early Years and Childcare (CEYC) and takes part in Quality in Learning and Teaching (QUILT), a quality assurance scheme.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a safe and secure environment, where they are involved in a wide range of activities which help them learn through play. Overall, children make good progress towards the early learning goals. The pre-school promotes effective partnerships with parents, carers and other connected professionals. This enables them to know the children well as individuals in order to meet their needs. Self-evaluation is successful in identifying areas for improvement, and the staff team are dedicated to continuous development to improve children's experiences.

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

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

- review the organisation of group times to ensure that it meets the needs of all children to help them to be able to participate at their level of development
- extend opportunities for children to learn about their local community.

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

Children are safeguarded well as staff keep the premises secure, safe and child-friendly, with appropriate staff ratios maintained at all times. Secure entry systems protect children from unvetted adults and clear recruitment and induction procedures are in place to ensure the suitability of those looking after children. Clear and detailed risk assessments are in place to reduce potential hazards and dangers for all areas and equipment children access, indoors and outside. Furthermore, visual safety checks are completed each day to ensure the children have the freedom to explore within a safe and secure environment. A detailed range of policies and procedures are in place and shared with parents to ensure they are aware of the setting's professional responsibility. All documentation is well maintained and organised effectively to promote children's well-being.

Staff's organisation of the environment and resources appropriately supports children to become independent learners. The atmosphere is inclusive and this, in turn, enables the children to grow in confidence and self-esteem. Generally, the staff team are well deployed to support children's learning and ensure routines run smoothly. However, large group time is disruptive at times and does not always meet the needs of the differing ages and abilities of all the children. The pre-school demonstrates a strong capacity to continually improve the service through evaluating practices in order to identify areas of strength and development. The recommendations set at the last inspection have been thoroughly addressed, which further shows commitment and ability for continuous improvement.

Staff promote good relationships with parents and carers. They engage warmly with parents and there are clear channels for communication both verbal and written. For example, there is clear information supplied in the form of a detailed prospectus, notice boards and newsletters. Parents are invited to attend meetings to discuss their child's progress with their key worker, which promotes continuity in supporting children's development. They are also welcomed in to share ideas and skills and are encouraged to have an active voice in their child's care. Discussions with parents reveal that they are extremely happy with the service provided. They feel that the pre-school has a lovely atmosphere, which is warm and friendly and their children are making good progress. Children with additional needs are fully included and supported well through good communication with parents and other agencies who are able to contribute to the support of children's individual needs as and when needed. Furthermore, strong links with the local schools contribute towards children's smooth transition to the reception class.

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

The warm and welcoming atmosphere in the pre-school and the positive images displayed encourages children's sense of belonging in the setting. They are happy and settled in the company of staff and enjoy taking part in activities. All children

make progress towards the early learning goals in relation to their starting points, including those with special educational needs. The staff have a good understanding of the Early Years Foundation Stage and are confident to undertake observations of the children's development. These observations give an account of what the children achieve in all six areas of learning. The children's key workers are competent in planning for the next steps in their development and are able to provide opportunities for the children to reach their full potential.

Children access a wide variety of activities which relate to their interests and offer appropriate challenge. They select from various construction resources, imaginary and small world play, differing mark-making resources and a variety of arts and crafts. Children have a great time playing with recycling materials, such as; cupboard boxes and discussions take place about how they can construct a boat out of the different sized boxes. The staff act as good role models for all of the children, generally asking open-ended questions to challenge their thinking and develop communication skills. Children's language and literacy is also progressing well as they enthusiastically share books and ask staff to read stories. A small group of children enjoy browsing at books; they pretend to be teachers as they hold up the book to the other children and read the story by using the pictures as prompts. Staff are skilled at developing children's ability to identify letters through the use of phonic sounds as they begin to write their names. Children have a lovely time exploring sand and water. They show delight when they take part in sand-play, letting the sand trickle through their fingers or digging with the equipment provided. Children routinely make use of mathematical language throughout the day. For example, staff talk to the children, as they play with water to encourage them to think about objects that sink to the bottom or float to the top. The children are developing a good knowledge and understanding of diversity and the wider world through the range of resources and other artefacts which reflect other cultures and traditions. However, children have limited opportunities to find out about their own community. Children develop their understanding of their world through simple technology, using a range of electronic toys and a computer.

Children are developing an appreciation of a healthy lifestyle. They develop good personal hygiene routines as they wash their hands willingly before eating and after using the toilet. Snack time is particularly well organised as children independently decide when to have their snack, so their play is not disrupted. They benefit from a variety of nutritious fruit and vegetable snack options, with any allergies and dietary requirements closely followed. Drinking water is also readily available as part of their healthy diet. Parents supply children's lunchboxes, which are stored appropriately until required. The children enjoy playing in the fresh air as part of their healthy lifestyle and are provided with opportunities to challenge their physical ability as they slide or balance on the stepping blocks. They are also learning the importance of how to keep safe. For example, they know what to do in the event of a fire because they routinely practise the evacuation procedures. Children are encouraged to develop the habits and behaviour appropriate to good learners, their own needs and those of others through staff's positive praise and consistent behaviour management strategies. As a result, children behave generally well, with staff applying gentle reminders to reinforce pre-school rules, using themselves as positive role models to demonstrate good manners and

behaviour to others. Furthermore, children know what to expect through familiar routines and respond well to the responsibility of being a 'Duckling of the Day'; they get a special badge to wear during the session and help to set the snack and lunch tables.

## 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	2
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	2

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

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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	2
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