

Ducklings Pre-School Limited

Inspection report for early years provision

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Inspection date	12/10/2011
Inspector	Alison Large

Setting address	Brookfield School, Brook Lane, Sarisbury Green, SOUTHAMPTON, SO31 7DU
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Type of setting	Childcare - Non-Domestic

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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 Pre-school is a privately owned pre-school, which registered in 2010. The pre-school operates from a building in the grounds of Brookfield Community College in the Locks Heath area of Hampshire. The pre-school is open weekdays from 8.30am to 4.30pm, during school term times, with a lunch club provided for children. Children are able to attend for a variety of sessions. The children have access to a secure enclosed outdoor play area. The provision is registered on the Early Years Register and the compulsory part of the Childcare Register.

The pre-school is registered to provide care for a maximum of 26 children from two years to under eight years at any one time. The pre-school receives funding for two- three- and four-year-olds. The pre-school supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The pre-school employs eight staff to work with the children, all hold relevant early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle well and are very happy and confident in the pre-school. Their individual needs are met because staff know the children well and work to promote an inclusive environment. The pre-school provides a bright and child-friendly area for children to play and learn where they develop confidence and self-esteem. Staff ensure that a good range of resources are available to the children, which help them make good progress in their learning overall. Systems to monitor the pre-school's strengths and areas for development are in place, which ensures continuous improvement of their practice.

What steps need to be taken to improve provision further?

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

- improve systems to consistently monitor children's development, through accurate record keeping.

The effectiveness of leadership and management of the early years provision

Children benefit from staff who work very well together as a team and share a

commitment to improvement. They are involved in all aspects of the provision and contribute fully to the planning. Safeguarding children is prioritised. Staff undertake training in child protection and have an excellent understanding of safeguarding procedures. Clear procedures are in place for the recruitment and vetting of new staff and this helps all adults working with the children are suitable to do so. Thorough risk assessments are completed for the pre-school and staff make daily safety checks to ensure that children can play safely. A comprehensive range of policies and procedures help ensure that children's welfare needs are met. The pre-school is organised to provide a stimulating learning environment, with colourful resources and access to well-resourced areas where children can explore freely. Systems to self-evaluate the pre-school are in place, which reflect on their good practice and any areas for development.

An excellent partnership between the pre-school and parents ensures key information is shared between them. Parents are kept exceptionally well informed about daily routines and the activities their children have taken part in. Parents express enormous confidence in the standard of care, communication and their children's preparation for the future. The information displayed in the entrance hall and in the playroom ensures parents are kept fully informed of the topics and the variety of activities their children are experiencing and why. They are encouraged to contribute to their children's learning journals and are highly involved in the sharing of the children's progress. The pre-school also works effectively with other providers, where children attend more than one setting, to ensure a shared understanding of their unique needs.

Equality and diversity is promoted well. Children are learning about the wider society and differences through using resources that show positive images of diversity, such as books and role play resources. The staff have an excellent knowledge of each child's need and work very closely with the parents and with other agencies involved with the children. Regular staff meetings ensure that information is shared and that all staff are included in the decision making. This enables them to take pride in their surroundings and enhances their practice, which has a positive impact on the children.

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

Children thoroughly enjoy their time at the pre-school. Management and staff create a challenging and stimulating environment, where the atmosphere is positive and encouraging. The pre-school is welcoming to the children, who are able to move around freely and access a wide range of activities and resources. They quickly settle into the session and can independently make choices about their play. Children particularly enjoy playing outside, where they can have fresh air and exercise in all weathers. During creative play, children can experiment with glue, and help themselves to scissors and paper to make models and collage. Observations and photographs of activities are kept for each child in their own

'Learning Journal'. Although staff know children well and know where they are in their development, regular and sufficient observations are not consistently recorded. As a result, it is not always clear the progress each child makes and how their next steps are identified. Planning systems ensure the six areas of learning are being covered. This links with the children's next steps, to provide a motivating learning experience for each child.

Children behave very well, they are learning to share and take turns and play very well together. They are developing relationships with each other and interact well together throughout the preschool. Children know what is expected of them and are confident to make their own choices and decisions. They are given freedom to express any worries or concerns to staff ensuring they feel extremely safe and emotionally secure. They move around the pre-school very confidently and learn to keep themselves safe. They use tools, such as scissors independently and very safely. Their learning and growing understanding of the world around them, prepares them well for future life. Many are independent and take themselves to the toilets or put on their own coats before going outside. The pre-school provides an excellent variety of healthy and nutritious snacks, and drinks are offered throughout the session. Children know and demonstrate very good hygiene routines washing their hands after using the toilet independently. Pictures displayed in the toilet areas act as an additional prompt to teach children about healthy lifestyles. Excellent systems are in place to inform staff of any health or dietary issues the children may have and thorough records are kept of accidents or any medication administered.

Staff have a good understanding of the Early Years Foundation Stage framework and how children learn. They confidently question and extend children's learning during planned and everyday activities. For instance, children learn to solve problems while playing in the sand, when they decide to introduce a piece of drainpipe. They decide what container would be best to catch the sand, as it pours out of the bottom of the pipe. They then have discussions on how they will return the sand to the sand tray and what position the pipe should be in to enable them to pour the sand back in. Staff take good measure to ensure all children are involved in the pre-school, less confident, quiet children are encouraged to take part in activities. Staff get to know the children well, and children with special educational needs and/or disabilities are supported. Children's social skills are developing well and are promoted by staff, who regularly praise the children for their achievements.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
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