

Little Ducklings Pre School

Inspection report for early years provision

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Inspector

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Setting address

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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

Little Ducklings Pre-school first opened in 2007 and re-registered in January 2011 when it moved to new premises. The pre-school is operated by a voluntary committee. The pre-school is situated in Black Dam, Basingstoke and operates from purpose built premises that are accessible at street level. An enclosed outside area is available for outdoor play and activities.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children under eight may attend the pre-school at any one time. There are currently 36 children on roll in the early years age group. The pre-school is open Monday to Friday from 9am to 3pm, term time only. Children attend a variety of part-time and full-time hours. Children currently attend from two years nine months to five years. Funding for early education is available to eligible children. Children mainly attend from the local area. The pre-school is able to support children who have English as an additional language and children with special educational needs and/or disabilities. The pre-school employs 11 members of staff, nine who work directly with the children on a day-to-day basis. The pre-school manager holds Early Years Professional Status and one other member of staff has attained a foundation degree. Six other members of staff hold recognised childcare qualifications. Three staff are currently working towards furthering their qualifications and one member of staff is working towards gaining a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in relation to their starting points and capabilities. The pre-school successfully evaluates children's progress and actively plans for children's ongoing learning and development. Most aspects of children's learning are effective. Good quality policies and procedures strongly promote children's welfare, health and safety. Strong self-evaluation systems result in good continuous improvement. Very positive partnerships are in place with parents, other professionals and settings.

What steps need to be taken to improve provision further?

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

- consider developing further an environment rich in print where children can learn about words in both English and other languages

- consider promoting the further use of children's home languages within daily routines and encourage the sharing and celebrating of a range of cultural and religious practices and special events that reflect the individual backgrounds of children.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a good knowledge and understanding of their responsibilities to safeguard children. They have an effective understanding of where to access information, such as safeguarding procedures. As a result, in the event of concerns arising about children's welfare staff are actively able to take steps to safeguard children. Staff review and update their safeguarding knowledge and understanding through attending further training and staff are due to attend safeguarding training in the near future. The pre-school undertakes regular risk assessments to promote safety, for example, daily checks. The premises are very secure and children are supervised closely. Children practise the evacuation procedure to underpin their good understanding of personal safety.

An enthusiastic manager leads the pre-school. She provides a good role model to the other staff. Staff work effectively as a team in a well organised environment. There are good self-evaluation processes that include consultation with parents and others, such as the neighbouring school. The pre-school accurately identifies its strengths and areas to develop and improve. This drives improvement successfully. The pre-school offers a bright, welcoming and inviting environment that is well resourced. An excellent outdoor area offers children a wide range of experiences, for example, the grounds include a small wood area for children to explore.

Staff identify and demonstrate an in-depth understanding of individual children and their differing needs. This enables staff to successfully identify children's needs for further challenge or support. Staff have a good understanding of children's individual backgrounds, such as languages children speak at home, and religious and cultural needs. The pre-school recognises the diversity of the children attending, although currently rarely reflect these in practice, such as routinely using greetings in the different languages children speak. The pre-school communicates effectively with parents. They provide a good range of information about the pre-school and children, such as notice boards and individual communication books for children. Parents and carers have time to settle their children on arrival and staff are available to exchange information with them. Partnerships are effective to support individual children, and promote smooth transitions, for example, when starting school.

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

Children confidently enter the pre-school, and leave their parents and carers with ease. They settle well at the pre-school. The pre-school offers flexible settling-in arrangements. These actively support parents and children, enabling them to develop confidence and positive relationships with staff. Children develop a good understanding of the pre-school boundaries that support safety through discussions and questions, for example, children know that they run outdoors. Children develop good social skills and mainly play harmoniously with each other. Children demonstrate care and consideration for others, such as passing a tissue to their friend. Staff manage children's behaviour calmly and sensitively. Children benefit from warm praise and encouragement to build their self-esteem and confidence effectively. Children take care of their environment and positively contribute, such as helping to tidy up and clear away their cup and plate after having their snack.

Staff interact with children effectively. They observe and ask open questions to extend and underpin children's learning successfully. Staff are actively involved in children's play and activities. They respond to children's ideas and extend activities, for example, by adding bubbles and a drainpipe to the water tray to provide further challenge and interest to children. Print is used effectively in some areas of the pre-school, although is not always consistent. A small amount of print in other languages children speak in addition to English is on display, such as at the snack table. The pre-school undertakes ongoing observations of children's progress. They regularly evaluate children's progress to accurately identify any gaps in achievement. The pre-school is active in its approach to supporting children's progress, such as providing staff training for specific areas of learning. This underpins children's learning and development proactively.

Children develop good skills for the future. Children confidently initiate conversations with adults and are happy to contribute to group discussions. Staff follow children's interests, for example, when children 'match' items at the snack table, staff encourage children to match colours in the environment. Staff promote children's learning through fun activities, such as, counting, learning colours and shapes. Children demonstrate a keen interest in the computer and use this with and without staff support, learning to control the mouse to operate the programme. Photos and name cards for children's pegs, snack time and self-registration promote children's good sense of belonging and recognition of their names.

Free-flow access to the outdoor area encourages children to spend time outdoors. A broad range of activities are available outside, for example, large tyres to climb and balance on, and hobby horses to imaginatively play with. This enables children to benefit from fresh air and physical activity. Children demonstrate self-care skills as they use the toilet independently. Children know they need to wash their hands before eating and after using the toilet. The snack area promotes healthy options by providing pictures and posters of healthy foods. The pre-school provide a

variety of healthy snacks for children. Children develop independence as they take a plate and serve themselves their chosen snack.

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	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

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	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