

Little Ducklings

Inspection report for early years provision

Unique reference number EY431230
Inspection date 15/12/2011
Inspector Jonathan Davey

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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 is a privately run facility which opened in 2011. It is located in North Thoresby Primary School in a self-contained unit with kitchen and toilet facilities and an outdoor area. The setting is registered to care for 20 children from two to under eight years.

The setting is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. The setting welcome children for whom English is an additional language and who have special educational needs and/or disabilities. Children attend for a variety of sessions, including before and after school and in the school holidays.

Little Ducklings pre-school is open from 8am until 6pm Monday to Friday, all year round, apart from one week at Christmas. The children are cared for by four staff who all hold, or are working towards, a relevant qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make sound progress in their learning. Their health and well-being are satisfactorily supported. However, policies and procedures to ensure all staff have a recorded enhanced CRB check, are not evident. This has implications for the safety of the children. Children are involved in a varied range of interesting experiences, that take place inside and outdoors. Partnership working with parents and others delivering the Early Years Foundation Stage, are progressing very well. The manager has a positive approach to secure further improvements of the provision.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- All adults looking after children or having unsupervised access must have an enhanced CRB disclosure, including the number and date of issue recorded (Suitable people) 29/12/2011

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

- ensure regular fire drills are carried out and recorded in a detailed fire log
- embed planning and assessment systems so that what is observed and analysed supports the planning of the next steps in children's learning
- ensure children are better supported to engage in effective personal care

- routines that are consistently applied
- update the policies and procedures to show the correct Ofsted contact details
- ensure all policies and procedures are regularly reviewed and dated

The effectiveness of leadership and management of the early years provision

The friendly and welcoming staff show an increasing awareness of the Early Years Foundation Stage, generally promoting children's health, safety and welfare. Staff have designated roles and responsibilities, ensuring most procedural aspects and routines are covered to support children's care. However, although, fire evacuation procedures are in place, these are not practiced or recorded with any regularity. The Manager actively encourages staff development and training. She implements frequent staff meetings and training sessions that link closely to the settings action plans. Whilst policies and procedures are generally well written and most contain accurate details, the complaints procedure has not been up-dated to reflect the regulators current contact details and others are not consistently reviewed. Adults at the setting are aware of their responsibility to protect children from harm. They have attended safeguarding training and are involved in sharing information with the appropriate agencies to keep children safe. Recruitment of new staff is generally secure and induction procedures thorough. However, appropriate checks to ensure those adults who work with children are suitable to do so, are not recorded. This has implications for the safety of the children.

Recently introduced planning systems throughout the nursery are consistent, enabling the planning coordinator to provide purposeful training and support. Observations and assessment of children's progress takes place. The system is well supported by photographic evidence of the varied range of learning experiences on offer. Written accounts and examples of work are placed in children's individual learning profiles. This helps adults to identify future targets and supports planning linked to children's learning. Target setting is generally realistic, but not always analysed to support the next steps in children's learning. Partnerships with parents are friendly and professional. The parent pack and easy access to the policy file, provides parents with useful information about the setting. Parents are invited to take an active part in supporting their children's learning. They add comments on the settings 'wow' board, to highlight things that their child has done at home. Staff are developing close links with other settings children attend. They visit the setting and meet with children's key people to share information about progress and promote consistency in their care.

Whilst some gaps in the quality of practice remain, detailed action plans are having a positive effect on the quality of practice and outcomes for children. This shows the commitment and dedication of the manager and staff team to drive improvement. New resources and equipment have been purchased to increase children's experiences. Risk assessments are in place and identify potential hazards to children, inside and out. Low-level open storage units allow children to see the toys available and make choices for themselves. New systems for self-evaluation, although in their infancy, are inclusive. All staff submit their visions for the setting, which are collated, to inform key priorities for improvement. This includes

renovating the outdoor space, to incorporate a new trike track and extended grassed area. Children gain good awareness of their own and other cultures because celebrations are reflective of the children and staff attending.

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

Children's health, safety and welfare is generally well promoted. Children develop a good understanding of dangers to themselves and others because staff are vigilant, implement good safety measures and give clear and appropriate explanations for safe play. Children learn from a young age to understand and adopt healthy habits. They eagerly rub the soap into their hands and dry them on the paper towels. However, the procedures are not secure and the nappy bins have no lids, which increases the risk of cross contamination.

Older children develop independence and understand the benefits of physical activity. They enjoy being active as they run, jump and are energetic, during large physical play, whilst also learning about the importance of regular exercise to promote their health. Free-flow indoor and outdoor play ensures children benefit from regular fresh air. In addition, having an all-weather canopy where children can choose to play inside or out provides children with decisions about where they play. Individual planning identifies children's interests and next steps with possible lines for development. However, it is not always clear in some planning documents how the observations are used to plan the next steps in individual children's learning and development.

Children are well challenged in their learning within the main playroom. Staff facilitate their progress and actively encourage their involvement in planning their own play and learning. The children contribute to the activity plans and topics, such as, changing the role play area regularly and using moveable wooden blocks. Children are busy and active learners, organising their own trike race in the well-equipped outdoor area. Children are engaged and motivated. They spend time sticking and making Christmas decorations with lots of glitter and glue, with staff asking open ended questions to develop their understanding of the Christmas story.

Staff promote children's self-esteem and motivate their learning with frequent praise. In addition, sticker charts are used to show children's achievements and parents use the 'wow' vouchers to develop partnerships and communication. Older children help to devise the rules and boundaries, promoting their independence in learning to manage their own behaviour. As a result, children behave well throughout the nursery. The children feel safe, secure and are building close bonds with their key person. This provides comfort and sensitive reassurance when they are upset and encourages children's confidence. Children confidently express themselves and respond eagerly to staff when asked "do you want to hear the singing and dancing cd?" They dance, sing and squeal with delight as staff use sounds and visual expressions to act out the songs and rhymes. Children extend their skills for the future by using the digital camera, computer, tills and various technologies.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 3 |
| The capacity of the provision to maintain continuous improvement | 3 |

The effectiveness of leadership and management of the early years provision

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 3 |
| 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 | 2 |

The quality of the provision in the Early Years Foundation Stage

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| 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

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| Outcomes for children in the Early Years Foundation Stage | 3 |
| The extent to which children achieve and enjoy their learning | 3 |
| The extent to which children feel safe | 3 |
| The extent to which children adopt healthy lifestyles | 3 |
| 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