

Little Ducklings Pre-school

Holbein Close, BASINGSTOKE, Hampshire, RG21 3EX

Inspection date

Previous inspection date

28/11/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children are lively and confident and enjoy attending the welcoming setting.
- Staff work well together to create an interesting, varied, learning environment that promotes children's all-round development and meets their needs well, including those with additional requirements.
- Staff have set consistently clear boundaries that help children develop a good understanding of acceptable behaviour. Older children demonstrate tolerance of younger ones and helpful attitudes to each other.
- Children have healthy snacks and drinks. They are developing their independence as they pour their own drinks and prepare and make their own choices about what they want to eat.

It is not yet outstanding because

- Staff do not involve parents in helping to identify strengths and areas for improvement about the care and learning they would like their children to receive.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector sampled the club's regulatory paperwork.
- The inspector talked with the provider and members of staff.
- The inspector collected the views of a representative sample of parents.

Inspector

Susan May

Full Report

Information about the setting

Quackers Afterschool Club registered in 2011. It operates from the premises of Little Ducklings pre-school, which is situated down a steep slope at the edge of Rucstall primary school site. Children have access to enclosed outdoor play areas. The afterschool club operates independently from the pre-school and school, although is managed by Little Ducklings pre-school committee.

The afterschool club serves children from Little ducklings pre-school and Rucstall primary school. The setting supports children with special educational needs and/or disabilities. The afterschool club operates Monday to Friday during term time, from 3pm to 6pm. The setting is registered on the Early Years Register and the compulsory and voluntary parts of

the Childcare Register. There are currently 40 children under the age of 11 on roll; of these, 10 are in the early years age range. The club employs four members of staff, three of whom hold recognised childcare qualifications.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- provide opportunities for parents to put forward their views and suggestions when evaluating practice, to help identify strengths and areas for improvement.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children gain independence as they freely access a wealth of good resources in the welcoming, attractive, child-friendly environment. Staff organise the indoor and outdoor areas effectively to enable children to make good progress in all areas of development. Staff support children in their chosen activities as they demonstrate a good understanding of the Early Years Foundation Stage and how children learn. They provide a balance of child initiated and adult-led play as they interact generally. This helps ensure that children are working within a range of development expected for their age. Children who are above the expected age of development are given the opportunity for additional challenges. Each child has their own progress book, where staff record observations and details of their key child's interests and development needs. Staff work with parents, schools and others involved in the children's care to share information about children's needs. This provides the children with continuity of care. Information gained is used by staff to help plan future activities. Children are involved in their own learning as they choose their own activities and are regularly asked what they like to do.

Staff understand that children have had a full day's learning at pre-school or school prior to attending the setting. Consequently, they provide children with opportunities to relax and chill out doing the things they like. Children choose to sit on large cushions to read the good range of books, incorporating both fact and fiction. They relax to watch films and play age-appropriate computer games. Children get creative at the craft table as they make Christmas decorations, colour Christmas pictures, or complete an art activity of their own choice. A wide range of craft materials is available and children competently use tools such as scissors and glue when they wish. Children engage in role play with dolls and prams and make their own dens in the home corner areas. Staff encourage children to develop their own ideas. For example, children act out a fairy tale using props, costumes

and lots of imagination. Large and small construction bricks are available as are a wide variety of table top games to promote turn-taking and sharing. Children enjoy physical challenges in the exceptionally well thought out outdoor area. They have opportunities to climb, explore the wooded area, hide under the camouflage net and use a variety of equipment and wheeled toys. Staff chat with children while they sit at activities, encouraging developing vocabulary and communication skills. This helps children who are new to the setting feel a sense of belonging that helps build their confidence and self-esteem. Consequently, children develop good social skills enabling them to move forward in their learning at school.

The contribution of the early years provision to the well-being of children

Children's personal social and emotional development is a positive strength of the setting. Staff help children feel very much at home as they greet them with smiles and questions about their day and home lives. These effective practices help children to feel welcome and secure. A key person is allocated to each child to ensure they have at least one adult they can fully relate to. Children move around freely and confidently and clearly feel safe in the setting. Children play together socializing, with most happily joining in games. They are lively, but behave extremely well and demonstrate respect towards each other. For example, they willingly leave the computer so that other children can have a turn. They listen to each other attentively and respond positively to staff requests and guidance. Staff are clear about their expectations of behaviour from the children and allow them to help make the club rules. This helps foster a sense of belonging and ownership that helps build children's self-esteem.

Children lead a healthy lifestyle as they engage in lots of physical play activities. They begin to understand about their bodies as they sit and rest when they wish and help themselves to water which is always available. Staff know children's individual preferences and dietary needs well. Children take an active part in daily routines, developing their independence. They pour their own drinks and prepare and make their own choices about what they want to eat. They sit together with their friends and chat socially. This helps promote good future eating habits. Children begin to understand about good hygiene. For example, older children who are asked to take the biscuit tin around remind younger children that they need to wash their hands before they take one. This sets a good example and helps set a clear pattern of good practice.

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

The manager and staff organise the setting effectively. They work well as a team and through their knowledge of the Early Years Foundation Stage they have a good understanding of how children learn. A good range of written policies is in place and shared with parents, this includes safeguarding information. Staff knowledge and understanding of their responsibilities relating to child protection is clear. They know the procedures to follow in the event of any concerns. Children play in a safe environment as

staff understand their responsibilities and complete visual and written risk assessments that identify hazards and minimise risks.

Clear employment, vetting procedures and induction programmes are carried out by management to ensure all staff are suitable to work with children. People who do not have the appropriate checks are never left alone with the children. Whenever possible, staff undertake further training, receiving information from a variety of sources including the local authority. For example, two staff are currently working towards a level three childcare qualification. This demonstrates a commitment to maintain and improve standards of care and education that will benefit the children.

Staff demonstrate a good understanding of children's skills and abilities and their assessment of children's progress reflects this. Planning takes note of individual children's needs and staff provide activities they are interested in. The manager and staff hold regular staff meetings where they discuss how they would like to see the practice moving forward. However, the views and suggestions of parents are not requested about the care and education they would like their children to receive. This means there are some gaps in identifying the setting's strengths and weaknesses. The provider has effective partnership working with the pre-school and school. Staff exchange information about the children with their teachers. Staff pass any information on to parents during their daily verbal discussions. Parents report that they are very happy with the setting and some children never want to leave as they are having such a good time. Others comment favourably on staff commitment and dedication in providing children with a safe and secure environment. They praise the friendly atmosphere and are pleased that their children have opportunities to try a range of activities.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready

		for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY434782
Local authority	Hampshire
Inspection number	800907
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	10
Name of provider	Quackers Afterschool Club
Date of previous inspection	Not applicable
Telephone number	0125 641 3794

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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