

Baby Ducks

St Nicholas and St Andrew Parish Centre, South Street, Portslade, BRIGHTON, East Sussex, BN41 2LE

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|--------------------------|----------------|
| Inspection date | 14/01/2013 |
| Previous inspection date | Not Applicable |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---------------------|
| | Previous inspection: | 2 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 very confident and settled due to the sensitive approach of staff. Therefore, children are happy, engaged and socialising with others.
- Staff are knowledgeable, work well as a team and are very eager to continually improve their practice.
- The setting has very strong partnerships with parents and other settings, positively promoting consistent approaches and continual practices.
- Staff use excellent strategies to promote positive behaviour that children can understand and carry out confidently, helping them to gain high levels of self-esteem.

It is not yet outstanding because

- The setting does not always monitor, on a daily basis, the promotion of activities and experiences for all areas of learning, both indoors and outdoors.

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 observed activities both inside and outside and discussed children's learning with all staff.
- The inspector completed ongoing joint observations with the manager throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children.

Inspector

Claire Parnell

Full Report

Information about the setting

Baby Ducks registered at its current location in 2012. It is a privately owned pre-school provision, operating within St Nicholas and St Andrews Parish Centre, in the Portslade area of Brighton and Hove. Children use the main hall and one smaller room, and have access

to an outdoor play area. The setting is open five days a week, during term time only. Sessions are Monday to Thursday 8.30am to 3.30pm, with a morning session only on Fridays until 12.30pm. The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There is a staff team of seven, six of which hold appropriate early years qualifications. The manager is currently completing training for Early Years Professional status. There are currently 19 children on roll.

What the setting needs to do to improve further

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

- strengthen systems to monitor the planning of learning intentions for both indoors and outdoors on a daily basis, to extend opportunities for children to explore colour, texture and space and activities where children can further experiment with writing.

Inspection judgements

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

Children are making good progress towards the early learning goals. Children of all ages are provided with challenging activities and experiences to help them progress towards their next stage of development. Children are keen to sample all the play experiences on offer. Staff support and stimulate children's learning well and provide individual attention to extend children's learning. Children are confident to express themselves, either verbally, through expressions or gestures to support their skills in communication and language. Staff use open-ended questions to extend children's thinking and patiently wait for a response from children. Children show great skills in imaginative and small world play, using noises to show their understanding of the world around them. For example, children make "woowoo" noises when using the trains and "neenah" sounds for the fire engines. They explore technology by finding out how the magnets on the trains 'stick' together one way but not the other way. Throughout their play indoors, staff cleverly introduce mathematical concepts such as size and measure and encourage children to count and become aware of amounts. For example, staff help children to share the trains equally, comparing how many each have, and calculating if they have equal amounts between them. Some children thoroughly enjoy stories and snuggle up to staff in the book corner to listen and respond to stories read for them. They point to the pictures and absorb the information, developing a understanding that print has meaning and gaining skills in re-telling and predicting the story.

Staff are very vigilant and observe children's play well. They take professional decisions whether to interact in their play or to stand back and allow the children to initiate their own ideas and play independently. This is particularly apparent with new and settling children who spend a lot of time wandering from one activity to another taking in the new experiences and resources on offer to them. For example, new children take an interest in the dinosaurs, staff subtly move in beside them and talk to them about the noises they make. They encourage other children into their play to initiate social play. They then move back and carefully observe how new children interact with other groups of children.

The setting uses an effective planning and assessment system to monitor and plan for each child's progress within the seven areas of learning. They plan the learning intentions on a daily basis for individuals as well as groups. They recognise and record children's achievements, and track their progress using Development Matters in the Early Years Foundation Stage. However, staff do not always monitor how the planned activities and experiences promote all areas of learning. For example, sometimes children do not take any interest in the mark-making table and this area of learning is not always extended in the role-play or outside play areas. Sometimes there are fewer opportunities for children to express themselves creatively, with only the use of pencils at the easel. Staff recognise the importance of outside play. Children have lots of opportunities to enjoy physical play, but staff do not consistently promote all areas of learning when children choose to play outside.

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

Children are gaining confidence, independence and high levels of self-esteem due to the sensitive and calm approach from the staff towards their individual needs. The key person system is very effective, helping to settle children quickly and calmly. Staff use information gained from parents and carers to support children's individual interests and preferences. Staff support children through reassurance, cuddles, praise and a consistent approach., Therefore children bond well with staff and make secure relationships with adults and other children. For example, young children share resources by pushing a fire engine back and forwards to each other, smiling and interacting positively. Staff recognise this as a big achievement and offer praise and recognition for this positive action.

Children's behaviour is very good. They have clear boundaries, through explanation and discussion. Staff are very quick to intervene with positive strategies to help children to share and take turns. For example, staff offer children a timer to help children negotiate turns with toy animals. They wait patiently for the sand to run through, announcing with glee that it is now their turn. Children learn very quickly about keeping themselves safe. Staff give clear instructions and explanations about safety, asking children to put their slippers on so that they do not slip over. They talk about why the cones and barriers are in place outside and why they must wait for their parents before going near the door.

Children thoroughly enjoy physical activities and make decisions whether to play outside or not. They have access to a good range of resources to promote moving and handling skills. Young children quickly master the skills to propel themselves forwards on a scooter,

skilfully turning around corners to avoid other children. Older children use pedal bikes to move backwards and forwards manoeuvring round other equipment carefully, using different paces around the outside area. Children use precise movements to handle small equipment too. They hold trains in one hand using expert dexterity to change direction, fix trains together, clip together tracks and add new pieces such as bridges and junctions.

Children are gaining a keen awareness of health and hygiene. They put on their own shoes and coats to go outside, hanging their coats up afterwards on their own pegs. They take tissues themselves and wipe their noses, disposing of them in the bins provided. Staff are always on hand to support younger children when using the toilet, talking them through hand washing and hygiene procedures. Children's understanding of healthy eating is highly promoted. Children bring their own snack and lunches in to the setting. They talk throughout the lunch session about what is in their lunch boxes. Parents have very clear support and advice on what is appropriate for their lunches. Staff have recently completed a unit as part of their quality assurance scheme on healthy eating and have heavily involved parents on promoting healthy eating for children.

Children have positive experiences learning about the diverse society in which they live. Children take part in topics, making resources themselves, to celebrate people's differences. For example, children have made a book containing pictures of people from different backgrounds, cultures and faiths as well as those with disabilities. Children and staff use the book as a discussion piece at group times and within the book area. Children have access to a good range of resources, activities and equipment that promotes an inclusive setting.

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

All staff and management have a very clear understanding of their roles and responsibilities towards the learning and development requirements as well as the safeguarding and welfare requirements. The manager and proprietor play an active part in the day-to-day routines of the setting and are actively seen interacting with children, staff and parents alike.

Children are cared for in a safe, clean and secure environment with safety procedures carried out effectively to ensure children do not come to any harm in their play environments. For example, staff regularly check that the main doors are secure, particularly when there are other users in the building. They are vigilant and know where children are at all times. A thorough risk assessment is carried out for indoors, outdoors and occasional outings to promote children's safety. Robust vetting procedures are in place to provide the children and families with staff who have the appropriate qualifications, skills, experiences and knowledge to offer high quality care and learning opportunities. Parents have access to well written and up dated policies and procedures as well as daily verbal and displayed information in the entrance hall. Documentation to promote children's ongoing welfare is up to date and accessible to staff, such as attendance registers, medication and accidents records.

All staff have a very positive attitude towards the continuing improvements for children and their families. An ongoing self-evaluation system helps to analyse what is effective and what changes can be made to improve the service. Staff actively commit to further qualifications and ongoing training through formal and local workshop training. The whole staff team show dedication towards completing the local authority quality assurance scheme. They implement changes immediately to promote higher standards of care and learning. All staff complete in-house competency assessments and have in-house and external training offered, tailored to their individual professional training needs.

The setting has good links with some local schools and is currently establishing further links with additional establishments in the area. They understand the importance of supporting children through the transition to school and the importance of sharing good practices and information about individual children learning with other settings that children attend. The setting also works closely with other professionals such as speech and language specialists to support children's communication and language in the setting and at home. The setting promotes very positive partnerships with parents and carers. Parents and grandparents make very positive comments about the staff's calm and caring attitude towards the children and the positive atmosphere within the setting. They feel reassured to talk to any staff, but particularly their key person about their children, share information about achievements and event at home and feel part of their child's progress. Parents have access to children's development records and are thrilled at the progress they are making.

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 |
|-------|-----------|-------------|
|-------|-----------|-------------|

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|---------|--------------|--|
| 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 |

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| | 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

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|------------------------------------|---------------------------|
| Unique reference number | EY448830 |
| Local authority | Brighton & Hove |
| Inspection number | 806729 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 5 |
| Total number of places | 26 |
| Number of children on roll | 19 |
| Name of provider | Gary Robert Cambell-Smith |
| Date of previous inspection | Not applicable |
| Telephone number | 01273 911 373 |

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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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