

Little Ducklings Creche

North East Windhill Community Association, Church Street, Shipley, BRADFORD, BD18 2NR

Inspection date

Previous inspection date

15/01/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

3

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

3

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

3

The quality and standards of the early years provision

This provision requires improvement

- Children are motivated, keen to learn and make sound progress in their development. They demonstrate positive relationships with their peers and the staff caring for them.
- Children feel safe, secure and all are well settled because staff get to know families and support children to gradually settle into the setting. Staff have also developed an effective transition procedure with local providers.
- Staff develop positive relationships with children, giving lots of praise for their efforts and achievements. This supports children's emotional needs and promotes their self-esteem and confidence.

It is not yet good because

- Assessment arrangements to help plan experiences, which support individual children's next steps in learning, are not fully developed.
- Children's critical thinking skills are not always enhanced when they listen to stories.
- Rich opportunities for children to see print and learn about and use words and numbers are not fully extended to the outdoor environment.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main playroom and the outdoor area.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the views of two parents spoken to on the day and completed joint observations with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and plans for improvement.

Inspector

Shazaad Arshad

Full report

Information about the setting

Little Ducklings Creche was registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. It is situated within a community centre in Shipley, Bradford, West Yorkshire and is managed by a voluntary organisation.

The setting employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, including the manager. The setting is open Monday to Friday, term time only. Sessions are from 10am to 12noon and 1pm to 4pm. The funded two-year-old sessions are run in the afternoon. There are currently nine children on roll. The setting provides funded early education for two-year-old children.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- use information gained from completing accurate assessments of individual children's progress to plan challenging and enjoyable activities, which support their next steps across all areas of learning and development.

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

- ensure that children have time to develop their critical thinking skills during story times, for example, by asking them relevant questions and encouraging them to express their ideas
- increase the opportunities for children to see and use print and numbers in the outdoor environment, for example, by displaying numerals, names and signs and encouraging children to use them for a purpose in their play.

Inspection judgements

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

Children enjoy their time and are happy and confident. Staff carry out general observations of children's experiences. However, they do not use these to inform accurate assessments in order to plan and track the next steps in each child's learning. Although children make steady progress, the planned activities do not always provide significant challenge for individual children. This is because many of the children have recently

started and staff tend to provide planned activities with groups of children in mind. They do make individual records, which include lovely photographs and samples of children's work and share these with parents. Furthermore, opportunities for scheduled meetings and ongoing communication with their child's key person keep parents involved in their child's learning. Staff have created positive relationships with parents. This is because staff get to know each child's family when they start in the setting. Staff discuss what each child can do and create a baseline assessment of children's learning with the parents. Regular reports of children's progress are shared with parents, who are encouraged to take children's development files home. Staff share information with parents at the end of each day and parents find this information sharing really positive.

Children are actively engaged in a variety of activities, which are both adult-led and child-initiated. There are good opportunities for children to choose the resources as they self-select from the low-level storage units. Outside, children utilise all the areas well. They ride bicycles, cars and scooters and make marks with water. Children enjoy simply running and shouting and enjoy racing each other and generally relish being in the outdoors. They act out real and imagined experiences with play people, animals and the jigsaw games. Staff join in their play and are mindful not to interfere. Children enjoy taking their play further by planting seeds in the soil and watering the soil. They confidently move between the indoor and outdoor areas. There are regular opportunities for children to express themselves creatively, imaginatively and musically. For example, they select from an array of interesting craft materials to make pictures to either take home or be displayed on the walls. Staff support this further by asking them to identify which is theirs and looking at their name tags.

Sound attention is paid to promoting children's development in communication and language. For example, staff make satisfactory use of props, such as, a pretend caterpillar, which is passed from child to child so they take turns to introduce themselves to the rest of the group. This encourages children to develop sound listening skills and confidence in speaking in front of others. Staff use group story sessions to help children learn simple words, such as, the names of animals and the sounds they make. This successfully enables them to build up their vocabulary through repetition. However, during the large group story time, staff focus less on encouraging children's critical thinking to extend their learning. This is because, at times, groups are too large and individual learning needs are not always consistently considered. Staff provide a welcoming environment indoors that includes some displays of children's work to show their efforts are valued and appreciated. A good amount of words and numbers are displayed to show children how these are used in context. However, the rich opportunities indoors are not fully extended to the outdoor area, which means children are not always supported in understanding how words and numbers can be used in context in different environments. Overall, children are suitably gaining the necessary skills to support their future learning.

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

Children's individual well-being needs are adequately met. Staff have a clear understanding of their role as a key person and work with parents to get to know children.

They understand that supporting children to settle is important. Information regarding children's care routines is gathered when children start in the setting and forms a care plan. Staff update care plans with parents regularly and note any changes, in order to meet children's individual care needs. Consequently, children are settled and demonstrate that they have created attachments with staff, resulting in them feeling safe and secure in the setting. In addition, staff have developed a sound transition procedure to support children when they are ready to move on to another setting and onto school. This means that children are emotionally supported during these times.

Children enjoy a range of healthy and nutritious snacks. They sit in small groups with their friends at snack time and staff are close by to support them. The snack period is used well for children to develop personal attachments with their peers as they help each other and talk about the activities with staff. Staff encourage children to wash their hands prior to eating and when returning from outdoor play. This promotes basic healthy hygiene practices.

Children behave well in the setting because they are routinely reminded of the rules. For example, children who upset or hurt each other are reminded to be kind and staff encourage children to apologise to each other. This supports children to develop social skills and the understanding of expected behaviour. Staff also remind children how to behave when playing outside and staff allow children to take appropriate risks in their play. For example, they climb on apparatus and negotiate play games between themselves. This teaches children how to manage small risks in a controlled environment. Also, they are beginning to develop very strong peer relationships, demonstrating behaviour that is kind and considerate. Children's safety is given high priority without restricting their independent exploration because practitioners are vigilant at all times, ensuring children are well supervised and kept safe.

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

All the staff have a sound knowledge and understanding of the of the safeguarding and welfare requirements for the Early Years Foundation Stage. This ensures that children are protected effectively. Clear policies and procedures underpin staffs' safeguarding knowledge and practice and these are accessible for all parents, which clearly state how staff will deal with any concerns. All staff have appropriate checks when they start employment and are suitable to work with children. In addition, all staff receive safeguarding training and are aware of who the setting's safeguarding lead person is. This means all children are safeguarded from harm in the setting.

Staff have an increasing knowledge of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. They effectively engage within the children's play, as well as offering them lots of praise for their achievements. However, there are some inconsistencies in meeting the learning and development requirements. This is because they are not developing their confidence in assessment and planning for children's next stages of learning. Nonetheless, they are gaining guidance from their local

authority support team. They have put plans in place to develop this area and the resources, which management are monitoring and they are all focussed on bringing significant improvements. For example, specific skills to be developed have been identified through their own quality improvement evaluation and training sessions are booked. As a result, the manager is able to satisfactorily monitor the overall delivery of the educational programmes and identify how they can continually improve their practice. Systems for carrying out peer observations are in place and staff meetings are planned to share these systems with all staff before they are implemented.

Parents are involved in the self-evaluation quality improvement process, with the use of feedback meetings and parent questionnaires. Staff pay good attention to working in partnership with other early years settings, such as, childminders and nurseries the children may move on to. Parents' comments about the sessions their children attend are very positive and say they are 'delighted' and 'very happy with the staff'. Partnerships with other professionals are in place and the staff know who to contact if they require any support or advice.

The Childcare Register

The requirements for the compulsory 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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	EY464452
Local authority	Bradford
Inspection number	928127
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	12
Number of children on roll	9
Name of provider	North East Windhill Community Association
Date of previous inspection	not applicable
Telephone number	01274588831

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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, which are usually the childminder's 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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