

Little Ducklings

North Thoresby Primary School, High Street, North Thoresby, GRIMSBY, South Humberside, DN36 5PL

Inspection date	06/02/2014
Previous inspection date	15/12/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Very good partnerships with parents and primary school teachers provides a united approach in meeting children's developmental needs. This means that children are consistently supported in developing skills for future learning.
- Good policies and procedures with regard to safeguarding children are implemented by vigilant staff, who also teach children how to keep themselves safe. This ensures that children remain safe and secure while at the pre -school.
- Staff consistently support children's behaviour with clear instructions and explanations. Consequently, children behave well and are forming good friendships.
- The enthusiastic manager communicates high expectations to her staff team and rigorous monitoring of training and performance ensures that any improvements made can be sustained.

It is not yet outstanding because

- Although most staff are skilled in asking open questions some are not doing this as effectively and would benefit from support from more skilled staff who are effectively supporting children in developing critical thinking.

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 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 children's play and interactions with staff in the play room and in the outdoor environment.
- The inspector looked at relevant documentation relating to the safety of the children and the planning and assessment of children's learning and development.
- The inspector had a meeting with the manager and undertook a joint observation with a member of staff.
- The inspector spoke to parents and carers and observed and interacted with the children to gather their views of the service provided by the nursery.

Inspector
Kathy Kilner

Full report

Information about the setting

Little Ducklings Pre-school was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is located in North Thoresby Primary School and operates from a self-contained unit with kitchen and toilet facilities. There is also a large outdoor area. The Pre-school serves the local area and is accessible to all children.

The pre-school employs nine members of childcare staff. All staff hold appropriate early years qualifications. This comprises of two at level 6, five at level 3 and two at level 2. Children attend for a variety of sessions, including before and after school and in the school holidays. The pre-school is open from 8am until 6pm Monday to Friday, all year round, apart from one week at Christmas.

The pre-school provides funded early education for two-, three- and four-year-old children. There are currently thirty one children attending who are in the early years age group. A number of children with special educational needs and/or disabilities are supported by the pre-school. The pre-school is a member of the Pre-School Learning Alliance.

What the setting needs to do to improve further

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

- develop consistency of practice, particularly for new staff, so children are supported to develop their critical thinking through the appropriate use of open questions.

Inspection judgements

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

Teaching and learning is good because staff demonstrate a good understanding of the learning and development requirements. Staff ask parents what children can do when they start at pre-school so that they have a clear starting point for each child. All children are making good progress, including children with special educational needs. Skilled staff observe and assess what children can do and use this knowledge to structure children's learning and to plan exciting and challenging activities. This motivates and engages the children to want to learn more. Planning starts with the children and ensures that their interests are used to support their current next steps. Staff concentrate on the prime areas of learning but understand how these underpin the specific areas and robust monitoring ensures that all areas of learning are covered. As a result, children are developing the skills they need to become confident and active learners and are well

prepared for the next stage in their learning.

A strong focus is placed on helping children to acquire personal, social and emotional skills and supporting their physical and communication and language development. As a result, children gain the skills, abilities and attitudes that prepare them well for school. Children's language is developing quickly because staff effectively support and promote their communication development. Children explore ice cubes in their hands and observe some in a bowl and note that the ones in their hands are melting and making them wet. The children are asked, 'I wonder why that's happening?' A sustained conversation with skilful open questions lead the children to discover that their warm hands have speeded up the melting process. This quality interaction effectively promotes children's thinking. However, although most staff are skilled in asking open questions some new staff are not yet doing this as effectively. This means that children's critical thinking is not always sufficiently encouraged. Children are invited to share familiar stories, begin to join in with the words and are invited to play games with rhyming words. This rich exploration of sounds and words prepares the children for reading and writing. Members of staff draw the letter M in the foam and children respond by saying 'it looks like a number three as well'. Staff's effective demonstrating and modelling of letters leads the children to explore, discuss and write more letters and numbers. This supports the children's understanding of mathematics and literacy.

Partnership with parents and the school are very good. Information is shared effectively to ensure that parents are actively involved in their children's learning. Children's 'learning journeys' include innovative ways of sharing information, such as printed text messages sent to the pre-school about what children achieve at home. This is used to inform children's development plans. This results in continuity of care and supports good learning outcomes.

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

Children's well-being is effectively maintained because they have formed secure emotional attachments with their key person. Children demonstrate their sense of security and belonging as they interact positively with adults, other children and visitors. Staff have created a warm and reassuring environment where strong attachments with the children and parents have been formed. A children share their learning story books in the 'snug' area where they confidently discuss the books showing photographs of their family and also of what they have done at the pre-school. A parent describes how her child rushes in for a cuddle in the morning with his key person. The song at welcome time is personalised for each child making them feel special, building their self-esteem and preparing them emotionally for learning.

Children's health is well promoted through healthy food choices. Children help to prepare snack and know why they must cover their hair as they complete this task. Physical activity is promoted through continuous access to the large well-equipped outdoor area

where children can climb, swing, and explore creatures in the bug house. Children know how to keep themselves safe. Children remind staff members that a door needs to be locked after they enter the pre-school. Children's behaviour is good because staff support the children well with clear instructions and explanations. For example, children wanting to use the computer at the same time are asked what they could do about the situation. The children are supported to agree to take turns using the egg timer so each child has a fair turn.

Staff promote children's self-esteem and independence. They let children find out things for themselves, knowing when to intervene and when to stand back. This means that children are well behaved, are able to explore independently but are also effectively challenged in their learning. All children are independent, with regard to accessing resources. Resources are labelled and accessible and children are able to put on their own coats if they choose to play outside. Older children go to the toilet and wash hands independently. Younger children are effectively supported to do this.

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

Safeguarding is good because the manager has a sound understanding of the safeguarding and welfare requirements. There are comprehensive policies and procedures that are regularly reviewed with staff and are shared with parents. The manager knows that this ensures that staff and parents understand the duty of the pre-school to protect children. Children are effectively safeguarded because the manager ensures that all staff have good knowledge and understanding of child protection issues and what to do if they are worried about a child in their care. She makes sure that safeguarding training is up-to-date for all staff by using a computer programme to alert her to when any statutory training needs to be updated. Clear policies and procedures ensure that children's safety and well-being are paramount; for example, accident recording and risk assessments.

The manager has a very good understanding of the learning and development requirements of the Early Years Foundation Stage and is proactive in implementing systems that will support staff in monitoring their key children's progress. The manager works alongside staff and knows the children and staff well. She notes how staff plan activities and how they support children in self-chosen play. This means that she is able to accurately monitor practice and is aware of the development needs of children and staff. She is proactive at providing training for staff and promoting further professional development through higher level qualifications and she leads by example. Staff training is shared, reviewed and evaluated for the impact that it is having on the progress that children are making.

A strength of the pre-school is the relationships that have been built with parents and the school. The manager is committed to improving the service that she provides and continually reflects on her practice with self-evaluation and in partnership with others. She ensures that summaries of children's development inform practice as required, for example, through the progress check at the age two. She also provides summaries that inform individual planning. Parents contribute to this at the end of each term. When

children attend school a comprehensive summary informs the teachers of children's starting points. This sound practice enables everyone involved with a child to work together to support their next steps in learning.

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	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	EY431230
Local authority	Lincolnshire
Inspection number	875966
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	31
Name of provider	Naomi Anne Brooker
Date of previous inspection	15/12/2011
Telephone number	01472 840 387

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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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