

Deanwood Ducklings & Extended Services

Deanwood Primary Education Technology School, Long Catlis Road, Gillingham, Kent, ME8 9TX

Inspection date	14/02/2014
Previous inspection date	18/03/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Significant inconsistencies exist in the quality of teaching, particularly in the support for children's personal, social and emotional development and their communication and language.
- The key person arrangements are not effective in helping children to form secure attachments or in ensuring that their individual needs are met.
- The self-evaluation process is generally effective in identifying areas of weakness but prompt and effective action is not taken to address these.
- On occasion, children who are not fully engaged become disruptive and staff do not always deal with this in a way that helps children to learn how to manage their own behaviour.
- Information given to parents about their child's achievements does not generally include specific details of how staff intend to promote future learning or how parents can contribute to this process.

It has the following strengths

- Appropriate arrangements are in place to ensure the security of the premises and to respond to any concerns about the welfare of children.

- A broad and varied range of resources is available for children to explore independently.

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 viewed the areas used by children, including the outdoor play area.
- The inspector spoke with the manager, staff, parents and children at appropriate times during the inspection.
- The inspector observed the interaction of staff and children throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector viewed a range of documentation including children's progress records.

Inspector

Liz Caluori

Full report

Information about the setting

Deanwood Ducklings & Extended Services was established in 1997. The provision consists of a pre-school based in a classroom within Deanwood Primary Education Technology School, Gillingham, Kent. The breakfast and afterschool club is housed in a separate, neighbouring building on the same site. All children share access to a secure enclosed outdoor play area. The provision is managed by a committee.

The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The pre-school element is open Monday, Tuesday and Thursday 9am-3pm, Wednesday and Friday 9am-12pm. The breakfast and after school club runs from 7.30am to 8.45am, and from 3.15pm to 6pm from Monday to Friday. Both elements of the provision operate during term times only. There are currently 103 children aged from two years to under eight years on roll, including 57 in the early years age range. The pre-school receives funding to provide free early years education for children aged two, three and four years.

The provision is able to care for children with special educational needs and/or disabilities and children who are learning English as an additional language.

There are 13 members of staff employed to work with the children. Of these, nine hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- improve the quality of teaching to ensure consistently good practices from all staff, particularly when promoting children's communication and language and their personal, social and emotional development.
- improve the key person arrangements so that all children are able to form a trusting bond with a carer who is focussed on ensuring that their learning and care is tailored to meet their individual needs.
- take prompt and effective action to prioritise and address improvements as identified in the self-evaluation process.

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

- offer more consistent support to help children to learn how to behave by making sure that they fully understand why some behaviour is not appropriate
- provide more opportunities and encouragement for parents to take an active role in contributing to their child's learning.

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

Educational programmes are not fully effective due to weaknesses in staff deployment and inconsistencies in the quality of teaching techniques. For the majority of each session children move around freely choosing the activities they want to take part in. Staff supervise a range of activities but do not successfully include all children who approach them wanting to join in. As a result, while some children play happily others spend extended periods without settling on any enjoyable activities or engaging meaningfully with any staff. This does not adequately promote their personal, social and emotional development. It does not help them to feel valued or to develop a sense of belonging.

The management team recognises the need to improve the support for children's communication and language and some relevant training has taken place. However, appropriate strategies are not being used by all staff. A small number of staff competently ask open-ended questions and give children time to form a response. However, a significant amount of the time staff offer only brief responses to children and do not build on their interests to extend conversations. This means that some children do not receive appropriate support to develop their speaking or listening skills.

Children have regular opportunities to take part in a broad and suitably challenging range of physical activities in the outdoor play area. Those who choose to play outside enjoy running around with their friends, climbing, using ride-on toys and playing ball games. There are strengths in the arrangements to promote children's creativity and imagination. Children are free to explore the paints, glue sticks, pens and other craft materials and create individual and expressive artwork. Staff celebrate children's own ideas by displaying their work within the group room. Staff have been successful in introducing some improvements in the provision for literacy and mathematics. Some children show a lot of interest in practising writing using marker pens and a white board. Others explore the resources aimed at helping them to count and to match and sort objects by size, colour and other distinguishable features. However, staff are not always available to support these activities which reduces the learning for children.

New systems for planning and assessment have been recently been introduced but are not yet embedded in practice. The manager is working with staff to show them how to use these to accurately identify children's levels of achievement and plan for their future development. Staff produce regular reports for parents. These include summaries of their child's progress since the last report but tend to lack detail. Some useful information is shared verbally, but overall, parents receive very little information about the next steps planned in their child's learning. As a result, parents are not fully encouraged to take an active role in their child's learning. Staff complete the required progress checks for children aged two years.

One member of staff takes the lead for coordinating the care and learning for children with special educational needs and/or disabilities. Effective arrangements are in place to identify children's needs and to liaise with parents and other professionals in relation to these. The lead staff member undertakes some intervention work with individual children during the week focussing on supporting them to reach identified goals. However, children do not always receive an appropriate level of support at other times. Adequate arrangements are in place to support children who are learning English as an additional language. Staff learn some key words in children's home languages and provide resources which positively reflect languages other than English.

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

Staff are friendly towards children and some warm interactions take place. However, the key person system implemented is not effective in promoting children's emotional well-being or sense of security. Each child is allocated a key person when they start and some work takes place to enable them to form a bond. The key person is responsible for greeting their key children as they arrive and for assessing their needs and planning to support their all round development. All children are cared for in the same room and by the same staff team. Therefore the system of routinely changing a child's key person during their time in the pre-school does not support them to form secure attachments. There are no arrangements in place to ensure that key persons take responsibility for supporting their children's care needs. For example, nappy changing is done on a rota to

suit staffing arrangements rather than being tailored around the needs of the child. In addition, the deployment of staff does not take into account children's individual needs. For example, when a key person is on a rota to spend almost two hours organising the rolling snack bar they are not available to support their key children. No provision is made to address this issue, resulting in children becoming distressed through lack of appropriate care and support.

Children generally display good social skills and behave well. However, at times, children become slightly disruptive as they are unable to gain adult attention. Staff do not always respond to this effectively. For example when children climb onto furniture or toys staff sometimes say 'get down' or 'get off' but do not explain to the child why their behaviour is not appropriate.

Appropriate arrangements are in place to promote children's health. Children enjoy nutritious snacks and have drinks of milk or water available to them at all times. Staff wipe down tables before serving food and children know to wash their hands before sitting down to eat.

There is a broad and varied selection of toys and resources for children to explore. These are in sufficient quantities to allow several children to play together at the same time. Staff encourage children to select items independently which helps them to develop some independence in their learning. The outdoor area is particularly inviting with resources for physical play as well as areas for children to study the natural world.

Satisfactory procedures exist to prepare children for their move to school. The manager finds out from parents which school their children will be attending and writes to introduce herself to the reception teachers. Staff speak positively about school to children to help them to understand the changes that they will experience.

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

The management team understand the requirements to promote children's learning and development. However, they do not achieve this well as a result of ineffective staff deployment and weaknesses in the quality of educational programmes. The manager has been working with advisors from the local authority to identify and prioritise areas for improvement. Some effort is also made to gauge the views of parents through questionnaires. This process has largely been successful in identifying most weaknesses in the provision but insufficient action has been taken to promote improvements. The manager has implemented a system of supervision and appraisals in order to support individual staff. This is in its early stages and is not currently having a positive impact on the quality of teaching.

Robust arrangements are in place to promote children's safety. The security of the pre-school premises is appropriate. Children are accepted in, and are handed back to their parents, at the door of the group room and a member of staff stands by the door at these

times. Parents are asked to shut the gate of the playground as added security and a notice is displayed to remind them to do this. The gate is fitted with bolts and a latch and staff check that these are secure before allowing children to play outside. In warmer weather a member of staff may also stand at the gate to the playground to allow children to play outside immediately after arriving or while waiting to be collected. Staff undertake risk assessments and daily health and safety checks in order to identify and address any potential hazards. The manager is responsible for child protection and has attended training for this role. A clear and appropriate written policy outlines the procedures to follow in case of concerns about the welfare of any child. Recruitment procedures are appropriate and include thorough vetting of staff.

Parents receive a friendly greeting when they arrive at the provision. There are a range of policies, notices and certificates displayed and staff also issue newsletters to inform parents about the day to day life of the provision. Appropriate arrangements are in place to work with other early years providers where care of children is shared.

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	103802
Local authority	Medway Towns
Inspection number	954357
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	47
Number of children on roll	103
Name of provider	Deanwood Ducklings & Extended Services Committee
Date of previous inspection	18/03/2011
Telephone number	01634 239531

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

