

Mill Dam Ducklings

Ackworth Mill Dam School, Mill Gate, Ackworth, PONTEFRACT, West Yorkshire, WF7 7PH

Inspection date

Previous inspection date

01/05/2014

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 have an eagerness for learning because staff plan purposeful activities that extend children's learning and help them to make good progress.
- This is a welcoming and calm environment where young children develop strong attachments with their key person. This results in children being happy, confident and sociable in the setting.
- The setting is safe and organised well by senior experienced leaders who ensure that staff know how to safeguard and protect children.
- Children's needs are met well through highly effective partnerships between the staff, parents and the school.

It is not yet outstanding because

- There is room to develop further children's independence skills, for example, by allowing them to choose their own drinks at meal times and pour them independently.
- There is scope to further improve opportunities for children to see positive images of diversity in the setting.

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.

Inspection activities

- The inspector observed activities in the playroom and outdoors, and had a tour of the school on site.
- The inspector spoke with the staff at regular intervals throughout the inspection and made observations of the children present.
- The inspector looked at all relevant documentation provided.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector spoke to the children during free play.
- The inspector checked evidence of suitability and qualifications of staff working with the children.

Inspector

Hayley Gardiner

Full report

Information about the setting

Mill Dam Ducklings was registered in November 2013 and is on the Early Years Register. It is situated on the site of Ackworth Mill Dam School in the residential area of Ackworth, near Pontefract. The setting serves the local area and is accessible to all children. The setting employs 10 members of staff and has access to a regular supply member from the on site school if needed. Of these, all hold appropriate early years qualifications. The setting opens Monday to Friday all year round, from 7.30am until 6pm. There are currently 16 children on roll. The setting receives funding for the provision of free early education for children aged three- and four-years-old and can also receive funding for two-year-olds.

What the setting needs to do to improve further

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

- develop children's independence even further, for example, by enabling them to be more independent at meal times
- provide children with resources that reflect positive images of the wider world, such as dolls, books, play figures and dressing-up clothes.

Inspection judgements

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

The staff have good knowledge of the Early Years Foundation Stage and child development. They provide a wide range of interesting, stimulating and challenging activities, which cover the seven areas of learning. As a result, children are making good progress towards the early learning goals and they are well prepared for their move on to school. Children have individual learning files, which include some creative work, observations and assessments. These are all linked to the areas of learning and are used to identify the next steps in each child's development. The staff use a system which links to the on-site school called a 'layered learning wall' ensuring all learning is tailor made for children. Key persons work closely with parents to support children's learning from the start. Ongoing discussion and sharing of children's learning files ensures that parents remain involved and up to date about their child's progress. Parents are encouraged to contribute to their child's profile and each key person encourages home learning by suggesting activities parents can do at home. They continually support parents with the different stages of development their child goes through, for example, toilet training.

The setting provides a good learning environment for children covering all areas of learning well. However, there is scope to develop the ways in which children learn about the wider society. For example, children have fewer resources freely available to them that

reflect positive images, such as dolls, books, play figures and dressing-up clothes. This results in children sometimes missing out on learning experiences which aid their understanding of the wider world. Overall, children can easily access resources and equipment as they are stored at a low level, which promotes their independence. Staff provide children with plenty of opportunities to develop their independence in the setting. Children are praised when they do well and this helps to build their confidence and self-esteem. Children play outside where they learn to be physically active. They benefit from continuous access to the outdoor area, which enables them to make good use of the different activities outside in ways that they decide. The staff fully understand the importance of supporting young children to develop their skills in using technology. For example, younger children have fun playing with the small world activities that have flaps, buttons and lights. Children giggle and smile with enjoyment to show how much fun they are having. Children enjoy their time with the staff and participate in a range of interesting activities. The activities are planned in advance but there is sufficient flexibility to ensure children have free choice.

Children enjoy exploring the water. They use the resources well to pour and fill up containers; they laugh and have fun as they splash and make ripples in the water. Children enjoy exploring the paint and junk modelling by using brushes and sponges appropriately to make caterpillars. All children explore the paint with interest and give meanings to the marks they paint, which helps to support their emerging writing skills. Children's developing understanding of early literacy is promoted further, because the staff display signs, labels, marks and symbols well. Children show that they are proud of their achievements. They become excited when their parents collect them and they are eager to show them what they have made or done that day. By displaying some of the children's work and celebrating this together, staff help to motivate and enthuse children further by raising their self-esteem. This in turn, helps children develop a keen and eager disposition towards learning and a belief in themselves that they can achieve. This positive attitude to learning prepares them well for school and their future learning.

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

The relationship between the staff, the children and their parents is very effective in ensuring good care for all children. Children establish a good relationship with their key person in this warm and friendly setting, because the key person takes time to get to know the children very well. Children are comfortable in the setting and are fully at ease; this means the children's individual needs are effectively met, promoting their well-being. The staff work closely with parents from the start, gathering information, including any specific needs and information about any allergies or cultural requirements. Daily routines are followed after talking to parents to ensure they are consistent with home routines, such as sleep times. The staff plan very effectively to make sure children are happy and have plenty of attention to make them feel special. Children flourish because staff help them to feel secure and to form strong, emotional attachments. Children smile and laugh freely and, as they get older, they begin to enjoy getting close to the staff to talk openly about their experiences. This equips children well with the confidence and self-esteem they need to make progress and to help them with their transitions to school or other settings. As a result, children are motivated, eager learners who participate

enthusiastically in games and activities. Children are confident in expressing their needs and play ideas, asking for specific games or toys and easily choosing from the ones they can reach. This shows children's increasing independence in making decisions about their own play and learning.

Children are well mannered and manage their own behaviour particularly well because the behavioural rules are fully embedded in routines. For example, staff give sensitive reminders and positive reinforcement to provide children with consistent messages, such as 'please don't run inside as you may fall'. Children build strong relationships with their friends. They work well when they play together and learn the social skills, which they can use in later life and as they move on to school. Children are taught about keeping themselves safe and managing risks. A very good awareness of hygiene practices and healthy lifestyles is apparent at all times. Children enjoy nutritious and healthy snacks, such as fruit and vegetables. However, meal time routines do not fully promote children's independence. Children are not always given the opportunity to make choices or pour their own drinks. Children enjoy fresh air and exercise daily. The staff work hard to ensure each child's individual needs are met. Children's understanding of the world is supported as they contribute to looking after the chickens, rabbits and guinea pigs that are on the school site. This gives them an opportunity to care about these living creatures, which they may not see in their home life.

Staff are skilled in encouraging children's confidence and learning during play and daily routines. Staff talk about what they are doing so that children understand about risks. They encourage children to take controlled risks and this challenges them very effectively. As a result, children recognise dangerous areas and understand the need to do things differently to keep safe. Children comply fully with expectations and learn to keep themselves safe in an emergency, through practising the fire escape plan. As children become more aware of safety, make friends and learn self-care skills, they gain essential skills and attitudes to support their future moves on to other settings.

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

The setting is well organised and maintains all the essential paperwork, such as children's information, accident records and a record of their attendance. All policies and procedures are shared with parents so they are aware of staffs' responsibilities towards their children. All staff have a good knowledge of the safeguarding procedures to follow in the event of any concerns about a child in their care and who to report any concerns to. They carry out thorough risk assessments of the setting and they take appropriate steps to keep children safe. Recruitment systems are strong and help to ensure staff suitability. All staff are appropriately vetted to work with children and receive a thorough induction so that they are aware of the expectations of the setting.

The senior management monitors the children's progress well. They have a good awareness of children's individual abilities and skills and understand that they develop at their own rate. There is a well thought out planning system to ensure that staff cover each area of learning with adult-led activities or supported free play. Staff are highly qualified

and effectively translate their knowledge of the educational programme and of how young children learn into practice. Leaders demonstrate a good understanding of monitoring and evaluating their service. For example, they value any support and advice provided by the local authority, attend briefing sessions and use information from training courses to enhance the quality of care and learning. Effective performance management systems are in place, staff mentor each other and work closely together, bouncing ideas off each other with commitment and enthusiasm. Supervision and appraisals are in place with training programmes for all staff, so children benefit from trained and motivated professionals.

Partnerships with parents are very well established. This ensures children's development is effectively enhanced, their individual needs are met and transition arrangements are good as children move on to school. Parents share information about their children with the staff and they discuss children's progress when dropping off and collecting their children. Staff have a clear understanding of their responsibility to work in partnership with other childcare providers and professionals to enhance learning opportunities. They have established very good links with local agencies and are linked to the local school. This ensures continuity of care and learning for all children.

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	EY464689
Local authority	Wakefield
Inspection number	943817
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	16
Name of provider	Ackworth Milldam JI School
Date of previous inspection	not applicable
Telephone number	01977723110

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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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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