

# Dizzy Ducklings Pre-School

Lakeland Avenue, North Bersted, Bognor Regis, West Sussex, PO21 5FF

## Inspection date

Previous inspection date

02/06/2014

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

- The pre-school provides a very welcoming environment and well-organised play provision which fully encourages children to make independent decisions about their activities during indoor and outdoor play.
- There is strong leadership and good teamwork. Staff are well deployed and they consistently engage with children's play showing high levels of knowledge about children's individual learning and progress.
- The provider has effectively developed systems to monitor children's individual learning and these successfully demonstrate children's ongoing progress across all areas of learning.
- All staff competently promote partnership with parents. They show a very inclusive attitude, clearly support children's individual development and meet family needs.

### It is not yet outstanding because

- There is less focus on prioritising younger children's speech and language development, especially newly-attending children, to enable them to increase their confidence and fully communicate with other children during activities.

## 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 arrived and showed identification documents.
- The inspector viewed all areas and observed the daily activities and routines .
- The inspector spoke with staff, parents and children.
- The inspector viewed and range of documentation.

## Inspector

Christine Clint

## Full report

### Information about the setting

Dizzy Duckling Pre-school registered in 2013. The provision operates in the community centre in North Bersted, Bognor Regis in West Sussex. The pre-school has sole use of one room during the hours of opening and this has a permanent, secure outdoor play area. Staff share the use of the kitchen and accompany children to the toilet. The pre-school is privately owned and is registered on the Early Years Register. Children attend from 8.30am to 1pm from Monday to Friday during term time only. There are currently 33 children on roll in the early years age group. The pre-school receives funding for free educational places for children aged two, three and four years. There are six qualified members of staff including the manager. Staff support children with special education needs and/or disabilities and also children who are learning English as an additional language.

### What the setting needs to do to improve further

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

- extend opportunities for younger children to take part in small group times to raise their confidence and encourage their speech and language further.

## Inspection judgements

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

The pre-school manager and staff show high levels of knowledge and understanding about child development. Staff successfully provide a wide and varied range of activities to meet children's age and stage of development. Through sharing ideas and asking children's opinions, staff continually engage with children and encourage them to learn during their play. All staff are well deployed and they demonstrate a competent ability to follow child-led play. They also spontaneously include adult-initiated activities at times. For example, staff organised an outside farm by using turf in the play tray. Children eagerly pushed the tractors, they talked about feeding the animals and staff encouraged them to think about animals needing water to drink. Staff asked children how they can provide water and children responded by fetching yoghurt pots to transfer water from the water play. Other children immediately responded and used utensils for water that have a hole in the bottom. At first, children were surprised when the water escaped and then they recognised the trail the water made. Staff talked about the patterns this made on the ground and children were eager to repeat this. Staff motivate and involve children through questioning and sharing information and this encourages children's ability to try actions themselves. These activities strongly increase older children's skills of listening and clearly extend their understanding. Staff also recognise how the freedom to choose and move between indoor and outdoor play encourages younger children to make choices and

explore the environment.

Children eagerly join together to create imaginary play because staff stimulate and motivate children through their focused levels of interaction. For example, staff motivated children to take part in making a shop. They positioned all the different food packets and used the till for exchanging money. This increases children's imaginative role play and encourages them to show how much they understand about the world around them. For example, older children were able to identify letter shapes in the names of food displayed. Children show they know the letter sound and can identify and find the shape. Children have a very broad range of play experiences to enable them to move and select resources. They spend time joining the train track and pushing cars on the floor. They show clear interest in making floor puzzles and staff encourage children to recognise the puzzle pieces with straight edges. They talk about the tools they can see in the puzzle picture and they count these. Children enjoy story time together and staff hold their interest fully by interacting and including actions to link with the story. Staff sing spontaneously throughout many activities to encourage and develop children's sense of rhythm and increase their vocabulary. Staff clearly recognise the early learning needs for younger, newly attending children. However, they have not fully prioritised or focused on ways to increase the speech and language of some younger children attending, so their progress is not as good as it could be in this area.

All staff clearly recognise and share information to maintain support for children with individual development needs. They use praise effectively to encourage children to continue with their efforts and there are very close links with parents. Key persons successfully use their observations of individual children to plan activities and these focus on specific children on a rota basis each week. In this way, staff organise activities for aspects of learning linked with children's next steps in development. These activities are often in response to children's play ideas. Staff use information from parents to gauge children's starting points in development and they observe and assess children regularly to provide summary assessments which include all areas of learning. These assessments are in addition to the summary progress reports for two-year-old children attending.

Key persons successfully share ideas with parents for encouraging children's learning at home and parents regularly see these assessments and sign or add their comments. The manager is currently including wider processes of assessment to help staff narrow any gaps in children's achievements. Staff have established strong links with all parents and families and they talk to parents very regularly. They have skilfully included ideas to involve families, for example, staff provide a daily rolling display of photographs on the laptop. These help parents to see the activities that children have enjoyed during the morning. Staff have used photographs to identify each child's learning record and these are stored in a low cupboard for children and parents to have instant access. Staff recognise children's enthusiasm for using and viewing these. Older children have well-planned small group times together to further develop many aspects of learning in preparation for moving on to school.

The key-person system is well organised and staff demonstrate thoughtful and sensitive responses. This reassures children who often need affection to increase their trust and promote a sense of belonging. This welcoming and caring environment gives all children opportunities to form secure attachments. There are prepared arrangements with parents for settling children. Staff are closely involved with children's play at all times and they use their knowledge of individual children to extend activities. Staff provide continual variety throughout the session and often introduce fresh resources at times to motivate and stimulate children. They continually use suitable questions and interaction with children of all ages. Children have freedom to choose activities and move between indoor and outdoor play for most of the session. This clearly develops their growing independence and increases their confidence. Children develop very positive behaviour because staff encourage sharing and taking turns. Staff carefully explain and remind children to consider each other's needs. They readily offer praise to raise children's self-esteem.

All children can easily access a very wide selection of activities and resources to encourage their all-round development. These are organised across the room and in the outdoor play area. Children show they are building relationships with each other when they initiate hide- and-seek in the large cardboard box. They ride on the see-saw together and excitedly show each other how to use the magnifying glasses to look through. Children respond well to staff requests for tidying their play equipment. The high levels of engagement between staff and children fully promote positive relationships and enable all children to gain an understanding of how to manage their own behaviour.

Children actively develop an understanding of being healthy through regular daily opportunities for physical exercise. Staff often spontaneously include more movement, for example, finding the pompoms and encouraging children to dance to the music. Children learn to make big movements with their arms and make patterns and shapes in the air. They are keen and energetic. Children have regular walks in the locality and staff use this to develop their wider view of the world. For example, children previously made telescopes from cardboard tubes. They used these outside on the building site to view the workmen in the distance. This increased children's understanding of distance and enabled them to use their eyes to focus. Children choose when to have snack time and they learn to serve themselves. They use plastic knives to slice the bananas and they help themselves to drinks. This increases children's understanding of making healthy choices. All children clearly follow regular routines of hand washing and this demonstrates that they learn the importance of maintaining personal levels of hygiene. Staff efficiently manage nappy changing and follow hygienic routines to protect and promote a healthy environment.

Staff strongly promote safety throughout all activities and routines, and they encourage children to understand about risks and hazards. For example, children know where to find the scissors and they competently sit at the table to practise cutting shapes. They listen to staff and respond to the boundaries, especially when staff supervise small groups of children using the toilets. Children take part in fire drills with staff and they learn to follow instructions for safely leaving the building. Staff promptly act during activities to prevent hazards by removing a wet plastic floor cover in case children slip. Consequently, staff are good role models and build children's knowledge of hazards and how to avoid accidents

through their actions.

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

The manager demonstrates clear leadership and encourages teamwork. She shows a positive commitment to meeting the requirements for children's learning and development. She works diligently with the provider and all staff to ensure that children achieve and make good progress across all areas of learning. The manager and staff are developing effective systems for recording children's learning and they are currently introducing a detailed, wider analysis to show any gaps in the provision. The pre-school has a full range of policies and procedures which show how the setting is meeting all requirements.

There are full procedures for safeguarding children, and for checking the suitability of staff to work with children. The provider competently manages all staff clearance and includes all relevant details to show staff suitability. There are annual processes for reviewing staff suitability alongside staff appraisals systems and opportunities for further training. These systems show the manager and provider evaluate the level of staff training and knowledge. There are planned systems for staff induction and for student placements to ensure staff maintain children's safety. There are high ratios of staff working with the children and this promotes good team work and shared aspirations. All staff show a responsible understanding of their duty to raise any concerns about children. They have all attended child protection training and show a competent understanding of recognising any signs and symptoms of concern. Staff are dedicated to maintaining safety at all times and they follow the risk assessment processes daily to provide a safe and secure environment. They follow well-organised routines for deployment and have clearly designated daily responsibilities.

The manager has evaluated all areas of the provision and shows a committed responsibility to gaining the views of staff and parents. She works closely with the provider and staff to plan improvements. There is very regular liaison and staff share ideas to effectively support the provision. The pre-school thoroughly welcomes the involvement and opinions of parents and other carers. There is ample information displayed to encourage parental involvement in children's learning and progress. The manager and staff also have planned procedures in place to make contact with other providers who share children's care. In this way, they intend to develop links with other carers to share information and promote children's progress. The manager and staff show strong knowledge and experience in recognising children's individual needs and they know how to seek support and guidance where necessary.

## 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

<b>Unique reference number</b>	EY472980
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	949011
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	34
<b>Number of children on roll</b>	33
<b>Name of provider</b>	Dizzy Ducklings Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07743 431225

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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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