

# Deanwood Ducklings & Extended Services

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

<b>Inspection date</b>	16/06/2014
Previous inspection date	14/02/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 benefit from the positive interaction from staff who are skilled at supporting and extending their learning.
- Children are independent and enthusiastic learners who take charge of their play. Staff give them the space, resources and guidance to enable them to investigate, explore and be creative.
- Staff at this highly evaluative setting are taking positive steps to provide a service that continuously evolves to improve outcomes for children and their families.
- Parents and carers are fully involved with their children's learning and development, and are working together to promote positive outcomes for children.
- The outside area is enjoyed by children as it offers a wealth of exploratory and investigative learning which is enhanced by staff who are actively involved in children's play.
- Children are well behaved due to the positive input from staff who give clear guidance and help them learn to undertake risks, but to play safely and give consideration towards others.

### It is not yet outstanding because

- Staff do not always reflect or promote all children's home languages in the setting. Although small group times are short they do not always provide a positive experience or meet the learning needs of the youngest children.

### **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 activities indoors and outdoors.
- The inspector had discussions with staff, children and parents.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and improvement plans.

### **Inspector**

Karen Scott

## Full report

### Information about the setting

Deanwood Ducklings & Extended Services opened in 1997 and is run by a committee. 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 enclosed outdoor play areas. The pre-school is open Monday, Tuesday and Thursday from 9am to 3pm and from 9am to 12 noon on Wednesday and Friday. The breakfast and after school club is open each weekday from 7.30am to 8.45am and from 3.15pm to 6pm. Both groups are open term time only.

The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 116 children on roll, of these 70 are in the early years age range and 63 are on roll in the pre-school, some in part-time places. The setting currently supports a number of children with special educational needs and/or disabilities and those who speak English as an additional language.

The pre-school has eight members of staff, five of whom hold appropriate early years qualifications to at least National Vocational level three and one is working towards a further qualification. The breakfast and after school club has four members of staff, two of whom hold appropriate qualifications to at least National Vocational level three. The setting receives funding for the provision of free early education for children aged two, three and four.

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

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

- review and improve the range of resources, activities and opportunities that reflect the languages that are spoken in children's homes
- further develop small group times to ensure that they are meeting the learning needs and are beneficial to all children.

### Inspection judgements

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

Children make choices about what they play with from toys, resources and activities that promote learning in all developmental areas. They explore, investigate, solve problems and play creatively supported by staff who give them the space and opportunities to do so. Staff are skilled at knowing when to stand back and let children lead their play, and

when to step in and offer support and guidance that builds on children's experiences, and adds to their enjoyment and learning. Children are confident and independent learners. They take pride in their setting and are encouraged to think through their activities and how to expand on their own learning. They are kind and compassionate towards others, modelling the way the adults behave with them. For example, a child is upset because the toy he wants is being used by another child, who then swaps as he is happy to do so. Children take an interest in their friends and are welcoming to new children. Children are given time to complete tasks and display their creations with pride, offering praise to others too.

Children are developing good conversation skills, knowing how to listen and take turns in conversation. This is because key persons listen intently to children and ask questions that make children feel that what they are saying is valued. When English is an additional language key persons work closely with parents and carers to support their needs. However, at times, staff do not take all opportunities to reflect the variety of different home languages in the group. Staff create welcoming, comfortable and cosy areas for looking to look at books, both indoors and outdoors. When children take themselves to these areas staff help them to enjoy and participate in their favourite stories. Children use props and dressing-up clothes to act out and further enjoy books. Children come together in small groups at the end of each session for stories with their key persons. This is a positive experience for older children, however, staff do not always provide sufficient support to help some younger children enjoy this time. There are many labels around the setting, helping children to understand that words have meaning. Children are continuously encouraged to attempt to write their names and their efforts praised. Staff are skilled at introducing pre-writing and writing to children who prefer other activities, building on their skills as they play. For example, children pretending to be fire-fighters are offered notebooks and pencils to write reports on what happened as part of their imaginative play. This helps develop their pre-writing skills and their imaginative play.

As children play staff interact with them to build on their mathematical understanding. They ask questions that encourage children to count, think about space, shape and measurement as they play. Children help themselves to jigsaw puzzles and matching games. They ask each other questions as they sort matching toys, reflecting how adults support their learning. Children thoroughly enjoy exploring the outside area and the wildlife. They use magnifying glasses and nets to look at bugs. Staff support children in their interest by providing tools, pictorial and written information while outside. When children struggle to dig in the garden staff help them to think about why this is. Children realise that the ground is too hard and that rain would soften it. They then fill watering cans to make the effect of rain. Children have a great desire to problem solve and do so independently while staff stand by offering prompts when required. There are a wealth of toys and resources that children help themselves to and use for imaginative play. They act out familiar experiences and use resources to be other objects. For example, a child pretends that a pole is a horse. Resources for children to create and make individual works of art are within easy reach for children help themselves. For example, they use sticky tape and glue, and are proud of what they make and share their creations with others. Children are developing good pencil control as there are many opportunities for them to develop this skill during role play, at large write-on boards and when being creative with tools. Children skilfully play on large apparatus and are proud when they

manage to climb up poles which they previously couldn't. Children participate in many activities that promote their physical development and enjoy racing each other in preparation for their sports day.

Key persons find out children's interests and starting points so that they can offer activities they will enjoy and are then able to review progress. Key persons make regular observations of children and use these to assess progress and to plan for individual learning. Staff know the children that they are caring for very well and offer activities that they enjoy, and that will promote children's learning. Consequently, children are making good progress through the developmental stepping stones. Staff have worked hard to develop their understanding of how children learn. They are secure in their knowledge, providing an environment where children are able to explore and investigate. They support children to be active learners who are creative and think critically. Children, therefore, are taking charge of their learning whilst receiving individual support that builds on this. Parents and carers are involved in their children's learning journeys. They take home their children's developmental records, called 'Learning Stories', and are encouraged to add to them, adding photographs and writing about family activities. They share children's achievements with key persons and are given suggestions about how to continue learning at home. Parents and carers are welcomed warmly to the setting and engage with their children's key persons. The joined up approach to children's learning is promoting good development.

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

Children play in a bright and welcoming environment which is arranged to enable choice and learning experiences in all areas. Children arrive happily and are pleased to see their friends and staff. On arrival children find their key person, spending a short period of time with them, talking about things of importance. This helps children to build strong relationships with their key person who ensures that she spends time with them throughout the session. Key groups are small enabling staff to give more of their time to each child, helping to promote children's well-being and attachments. Parents and carers report that the smaller key groups have helped staff to know children better and to understand their likes and dislikes. Children are given clear guidance about playing safely and how their actions may affect others. This helps them to play safely but also to undertake sensible risk, for example, when climbing on apparatus. Children are well behaved as they are supported by staff to be so. Staff use pictorial cards to help children understand when behaviour may not be appropriate, as well as through giving clear explanations. Key persons work closely with parents and carers to manage behaviour, agreeing strategies that support children. Children's high involvement in activities, and their high levels of concentration, mean that overall children are well behaved.

Children make choices about whether they wish to play indoors or outdoors. The outdoor area is welcoming and children thoroughly enjoy playing outside. Staff have realised this and have ensured that they offer opportunities for learning in all areas and that it is an extension of the indoor environment. They also ensure that they help children to build on their learning and experiences when outside. Before going out to play children think

about the weather and if they need coats on, undertaking this task themselves. Staff help children develop their understanding of the effect exercise has on their bodies. Children help themselves to drinks as they talk about being out of breath, hot and thirsty. Children understand the importance of regular fresh air, exercise and healthy eating to their well-being. Snack and lunch times are social occasions where staff involve children in discussions about where food comes from and what constitutes a healthy diet. Children serve themselves and wash up after eating. They take charge of their own well-being and are independent users of the bathroom and washing their hands before eating, without reminders. When children need a rest they take themselves to the quiet areas of the room which are cosy and comfortable. Children are very well prepared for the next steps in their learning. They are independent learners who have developed good self-help skills. They play cooperatively, sharing and taking turns. Key persons understand that the move from pre-school to school can be a worrying time for children and offer them the extra support that they may require, helping to ease the period.

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

The setting has a high regard for children's safety and welfare. Risk assessments are thorough and robust, and action is promptly taken to minimise any potential hazards. Staff place themselves around the setting to ensure that they are able to give children the full support that they require, helping them to play safely while receiving much attention. All staff participate in safeguarding training, which helps them to follow procedures to keep children safe. They have a secure understanding of the signs that may concern them about children's welfare and the procedures to follow should they be concerned. Toys and resources are checked for safety and children share any concerns about them with staff. For example, a child shows an adult a shell with a sharp edge and after much discussion he throws it away so that it does not cause harm to others. Policies and procedures are detailed and updated to reflect current practices. They are easily accessible to parents and staff so that everyone is fully aware.

Children benefit from attending a highly evaluative setting that has worked hard to improve outcomes for them whilst making sure that they continue to evolve. Actions and recommendations raised at the previous inspection have all been addressed, and the improvements made as a result of them highly beneficial to children and their families. Staff now participate in appraisals that are used successfully to monitor performance and put plans in place that build on knowledge and understanding. Weekly staff meetings successfully promote improvement as staff cascade training, share ideas for good practice and make plans to improve individual learning for all children. Staff now have a good understanding of how children learn and this reflects in their approach and the good progress that children are making. The setting values parents and carers views, and now use questionnaires to help them make improvements. For example, after parents commented that staff were unaware of their arrival if they turned up late a bell was fitted for parents to use. Key persons also listen to children who tell them about what they have enjoyed and activities that they would like to do another time. The evaluation process continues to be taken seriously and staff are very keen to ensure that they continue to

evolve. The educational programme is also assessed and new computerised systems are helping staff to ensure that children are enjoying a varied and full education, and that they are making good progress. The solid approach to improvement has had a very positive effect on the setting and the very improved outcomes for children.

When children require further support key persons work closely with parents, carers and other professional to ensure that they receive the input that they require. This results in children receiving individual care that meets their needs and supports development. Key persons also work closely with the local children's centre, sharing information that extends on the learning of children that attend both. When children are due to start school teachers are invited to visit and key persons goes with the children to visit schools with children. This helps to ease the move between the setting and school, and for care and learning to be continuous. Understanding that starting early education can be difficult for children the setting have devised a booklet with photographs of key persons and play areas that children can enjoy at home before they start. Key persons work closely with parents and carers to ensure that children's individual needs are met. The settling process is individual to each child and their family, meaning that it works successfully. Parents and carers say that they are extremely pleased with their choice of childcare and are impressed with the improvements that have been very positive for their children.

### **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

<b>Unique reference number</b>	103802
<b>Local authority</b>	Medway Towns
<b>Inspection number</b>	965234
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	32
<b>Number of children on roll</b>	116
<b>Name of provider</b>	Deanwood Ducklings & Extended Services Committee
<b>Date of previous inspection</b>	14/02/2014
<b>Telephone number</b>	01634 239531

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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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