

# Ellesmere Ducklings

Ellesmere Pre-School Unit, Ellesmere County Primary School, Elson Road, Ellesmere, Shropshire, SY12 9EU

<b>Inspection date</b>	21/11/2014
Previous inspection date	17/09/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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

- A fully inclusive self-evaluation process is in place that includes all stakeholders, such as parents and committee members. This ensures that continuous ongoing improvements bring about effective and meaningful outcomes for children.
- Partnerships with parents and other professionals are good. Comprehensive and detailed two-way communication ensures staff are clear about children's needs.
- Children make good progress because staff focus clearly on supporting children to gain skills for their future learning through purposeful teaching skills.
- Staff give very good focus to support children with special educational needs and/or disabilities. As a result, these children make clear progress in their development.
- All staff have a good understanding of their roles and responsibilities for protecting children. For example, they regularly refresh their knowledge and implement a robust child protection policy to fully safeguard children.

### It is not yet outstanding because

- Children are not always supported to see and hear their home language during play to help promote their language development.
- Staff do not always make sure parents to know who to speak to when their child's key person is not there.

## 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 children's activities in both the inside and outside learning environment.
- The inspector spoke with the registered provider, manager and staff during the course of the inspection.
- The inspector examined a range of documentation, including children's developmental records, staff suitability, risk assessments and policies.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in parents' comments.

## Inspector

Lesley Bott

## Full report

### Information about the setting

Ellesmere Ducklings was registered in 1987 and is on the Early Years Register. It operates from a separate unit within the grounds of Ellesmere Primary School in Ellesmere, Shropshire and is managed by a voluntary committee. It has an enclosed outdoor play area. The pre-school employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one holds level 2. The pre-school opens five days a week during term time only and sessions are from 9am until 3.15pm. Children attend for a variety of sessions. There are currently 30 children on roll who are in the early years age group. The pre-school provides funded early education for two- and three-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- provide even more opportunities for children who speak English as an additional language to see and use their home language during play, in order to further support their language development
- build on staff's existing supportive practice within the key-person system to ensure parents know and understand who to speak to when their child's carer is not present.

## Inspection judgements

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

All staff have a good knowledge of the requirements of the Early Years Foundation Stage. They understand how children learn and provide stimulating and challenging activities to promote their development. Observations and assessments of the children are effectively robust and completed regularly. This helps staff to consistently identify clear next steps in children's learning. As a result, children are provided with activities that challenge and extend their development in all areas of learning. Parents are involved in their child's learning. For example, they use an 'All about me' form to contribute to the identification of children's starting points. This helps staff to provide children with realistic and purposeful activities based on their individual interests and needs from when they start. Staff comprehensively complete the progress check for children aged between two and three years and use this information to effectively plan to close any gaps in the children's learning. This ensures that all children make the best possible progress from their individual starting points. Staff have high expectations for all children's learning, including those with special education needs and/or disabilities, to ensure gaps in their learning are

closing. For example, staff ensure there is ample space within the environment so they can walk safely around the room, and increase ratios to work one to one with the children. Some children attending speak English as an additional language. Staff take steps to work with parents on familiar words, and use visual timetables of daily routines to help them settle. However, staff do not always provide enough opportunities for children to see and hear their own language, in order to fully support their language development.

Children are confident, enthusiastic learners. Staff encourage children to become involved as they sing along to songs. For example, they use effective props, such as a star or a spider, to link meaningfully to the song. This helps children to become motivated learners. Children enjoy choosing different activities within the varied zones around the room. They play in the 'messy area' as they scoop and mould in the sand and select different coloured paints to create autumn pictures.

Children enjoy imaginative and creative play. They take turns to push the dolls in the pram and buggies, and give them cuddles to put them to sleep. Staff are skilful in asking children open-ended questions, such as 'why is your baby sad?' and 'what do you think your baby needs?' This helps to support the development of children's critical thinking. Staff prepare children well in their next stage of learning, such as moving to nursery. For example, children find their own name and picture when they arrive in the cloakroom to hang their coat and bag. They begin to recognise other familiar words, such as the days of the week and date as they participate in small group work.

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

The nursery is warm and welcoming. Staff effectively use brightly coloured displays to include information for parents and show examples of the children's creations. As a result, children appear confident in their surroundings and knowledgeable of the daily routines. Children know and understand to stop what they are doing when they hear the sound of the triangle. Staff give effective instructions for the children to know what is happening next, such as snack time or three minutes left to play. Staff effectively use the three minute sand timer to help children know when it is tidy-up time, or when playing with favourite equipment. Children use the timer themselves to help negotiate with others about sharing equipment. This supports the children's understanding of turn taking and respecting each other.

Staff are warm and caring towards the children, which helps promote their confidence and sense of belonging. Children are beginning to bond and form attachments with their key person. However, staff do not have a 'buddy' system in place to fully support the key-person system, particularly as the majority of the staff work part time. As a result, parents do not know who to speak to about their child if the key person is not around. Initial information about children's likes, dislikes and care needs is gained from parents prior to their child starting. This helps staff know and understand what children like and helps them settle more easily as staff can plan around this. Staff are positive role models and use consistent strategies to help children know and understand about keeping themselves safe. They encourage children to manage their own safety as they take part in regular fire drill evacuations. In addition, children learn to understand about the impact of tidying toys

away to clear space before sitting down for circle time or snack time. Children are able to identify where the equipment goes through print and pictures on the boxes and shelves.

Children's healthy and dietary needs are fully understood and met by staff, who record any specific dietary needs at the start of their placement. Snack and meal times enable children to enjoy a wide variety of fresh fruit and vegetables as they learn about the benefits of healthy eating. Staff plan effective activities around routine tasks at snack time and preparing for outdoor play to help children become independent and confident in self-care skills. This helps prepare the children for the next steps in their learning, such as starting nursery. Regular daily opportunities are in place for children to spend time outside, taking in the fresh air and exercising their bodies. For example, they use the bicycles and negotiate slopes and steps. Children test out their own ideas in the stimulating outdoor play area, selecting items from the 'choosing shed'.

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

Effective policies and procedures are in place to meet the safeguarding and welfare requirements. Staff ensure that children's safety and well-being are met at all times through detailed and effective policies. For example, the premises are safe and suitable for purpose and staff supervise children well at all times. All staff are knowledgeable about child protection issues and have attended recent training in safeguarding. They are fully aware of the procedures to follow should they have a concern about a child in their care. All staff are aware of the different types and signs of abuse and seek explanations about unusual bruising. Suitability checks and robust systems, such as Disclosure and Barring Service checks, are in place to vet all staff and committee members before they commence work. A full extensive induction programme for new staff and students ensures that all staff are aware of the setting's policies and procedures. Consequently, children's safety and welfare are promoted well.

The manager has a good understanding of her responsibility to fully meet the learning and development requirements. For example, she regularly carries out comprehensive monitoring and evaluation of the educational programmes. All staff work very closely together on a day-to-day basis. Consequently, assessments are precise and reflect accurate understanding of all children's skills and progress. This ensures that children receive good quality learning experiences at all times. An effective and well-established programme for staff to improve their knowledge is in place. A high priority is given to identify essential training courses, to ensure that staff's first-aid and safeguarding knowledge and skills are up-to-date. In addition, staff are able to access a 'continual professional development' programme through the local authority to help improve their knowledge. Since the last inspection, the manager has addressed all the recommendations raised to ensure children's safety and well-being. A new assessment system has been introduced to ensure children's next steps are clearly identified and acted on. Soap dispensers have now been installed to help minimise the risk of cross-infection. A clear improvement plan is effectively implemented, which helps staff to support children's achievements. In addition, they are more clear about how to identify strengths and weaknesses and what action to take to improve. As a result, staff continually strive to

implement new ideas as part of their self-reflection process.

Partnerships with other agencies are well established to ensure additional support for children with identified needs is obtained when needed. Staff work closely with other professionals, such as physiotherapists and speech therapists, to ensure children's needs are fully met. Strong links are in place with the local nursery, and key persons arrange regular visits to help children settle and enable them to make good progress. Discussion and written comments from parents clearly indicate that they are very pleased with the service offered. Display boards provide parents with detailed information about policies and activities. This strong partnership practice ensures children receive optimum levels of support at all times.

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	224090
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	866136
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	30
<b>Name of provider</b>	Ellesmere Ducklings Committee
<b>Date of previous inspection</b>	17/09/2009
<b>Telephone number</b>	01691 622310

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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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