

# Little Ducklings Creche

North East Windhill Community Association, Church Street, SHIPLEY, Bradford, BD18 2NR

<b>Inspection date</b>	16/12/2014
Previous inspection date	15/01/2014

<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

- Staff are confident about their teaching and place children's interests and learning needs at the heart of their activity plans. This means learning for each child is personalised and adapted to suit their individual needs and therefore, they make good progress.
- Partnerships with parents and other professionals are strong. They play a key part in how staff plan strategies and interventions to support children's unique needs. Consequently, all children are making good progress given their individual starting points and abilities.
- The manager and staff fully understand their role and responsibilities in keeping children safe. Well-written policies and procedures underpin their good practice. This ensures that children's welfare is protected well.
- The well-embedded key-person system helps all children to form secure emotional attachments as staff skilfully support them in their play. Consequently, children are very well prepared for their move, both across the nursery and into school.

### It is not yet outstanding because

- There is scope to improve the outdoor environment further in order to build on children's physical development.

## 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 held meetings with the manager of the creche throughout the inspection.
- The inspector had a tour of the premises accessed by the children and staff.
- The inspector observed children playing, both inside and outside, throughout the inspection.
- The inspector spoke to the children and staff at appropriate times throughout the inspection.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection and in written comments.
- The inspector looked at a selection of documentation, including staff qualifications, their Disclosure and Barring Service checks, policies and procedures, including safeguarding, and children's learning records.

## Inspector

Jane O'Callaghan

## Full report

### Information about the setting

Little Ducklings Creche was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by a voluntary organisation. It operates from a community centre in Shipley, West Yorkshire. The creche serves the local and surrounding areas. The creche opens Monday to Friday, from 9.15am until 12noon and 1pm until 4pm, term time only. Children attend for a variety of sessions. There are currently 11 children on roll, all of whom are in early years age range. The creche receives funding for the provision of free early education for two-year-old children. The creche supports children who speak English as an additional language. There are currently four staff working directly with children, all of whom have an appropriate early years qualification at level 2 or above.

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

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

- enhance and build on children's physical development, for example, by providing a rich range of play opportunities in the outdoor area that provides even greater physical challenge for children.

## Inspection judgements

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

All children are very settled, motivated and demonstrate positive attitudes to learning as they eagerly explore the good choice of activities available to them. They are effectively supported by staff, who have a good understanding of child development and their role in supporting children's learning. This is reflected in the purposeful and spontaneous observations and formative assessments of children. The assessments include the progress check for children between the ages of two and three years, which acknowledges young children's achievements within the prime areas of learning. All observations show accurately children's skills and interests. Staff use these effectively to identify next steps for each child. They plan activities to extend children's learning and development, and share with parents and other professionals. Clear tracking of children's progress highlights any gaps in their learning and additional support is sought from other professionals when appropriate. The key-person system is implemented well and staff engage well with parents ensuring that all children's starting points are identified as they begin at the creche. Parents also contribute to their children's learning records, explaining how children are progressing at home to ensure continuity in learning. This forms good communication links to support children's individual needs.

Children are supported well by staff, who provide a good range of age-appropriate activities and experiences. They have fun, are engaged and develop the range of skills

needed for the next steps in their learning, such as moving to the local nursery and school. Children use their imagination well as they play in the shaving foam. For example, children rub the foam in around their face, telling their friends they are shaving like daddy. Staff then extend and challenge children's thinking, asking them what else is white in winter, they reply quickly telling them snowmen are. Children and staff join in a conversation about snow and Christmas and become excited as they talk about Santa. This activity helps to develop children's understanding of the world and helps them learn about different textures. Children know the routine well and when asked who would like a story, they take off their coats and sit in the circle. They listen intently to the story about the three pigs and the wolf, and re-enact the story pretending to be the wolf. After they have listened to the story, some children tell it to their friends when playing outside. This develops children's communication and language as they use precise words from the story. Children are keen to go outside to play in the well-resourced outside area. They dig in the compost, paint the foam on the shed and go down the small slide. However, there is room to improve the outdoor environment further in order to build on children's physical development. The creche supports children who speak English as an additional language well. For example, staff display words around the creche in their home language and have a good selection of resources depicting diversity well. This ensures that all children feel fully included and valued.

Strong links with the local nursery and school that children will attend later ensure that they are well prepared for the next stage in learning. Children have visits to the nursery and school throughout their time at the creche. Staff ensure that all children's good progress and reports are shared with the nursery teachers to promote continuity in learning. This ensures good procedures are in place and parents and children are supported well throughout the move to nursery and in readiness for school.

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

Children's emotional well-being is supported very well. The key person oversees children's development, supports children in the routines of the day, and works closely with the parents to provide continuity of care. Children are sensitively supported during settling-in periods to ensure they experience a smooth move from home to the creche. Parents and children are warmly welcomed by staff throughout the creche. Staff take the time to get to know the parents and children's individual routines. Therefore, children's individual needs are passed on and understood and their physical and emotional well-being is effectively supported. Staff are skilful in encouraging children's confidence and learning during play and daily routines. Staff talk to children about what they are doing so they begin to understand about possible risks. Staff encourage children to take controlled risks and this challenges their thinking and understanding effectively. As a result, children recognise potential dangers and understand the need to do things differently to keep safe. For example, staff give clear explanations on how to be careful in the tray of shaving foam in case they slip. They practise the emergency evacuation procedure regularly and staff remind children not to run indoors. This promotes their good understanding of how to keep themselves safe. As children become more aware of safety, make friends and learn to manage their own self-care, they gain the essential skills and attitudes to support their

future move on to nursery and school.

Staff use effective strategies to help children develop their independence and learn new skills. For example, children are able to self-serve and to pour their own drinks at snack times. Staff offer lots of praise and encouragement giving children the confidence to practise these skills under their close supervision. Children behave well; they are very thoughtful and caring towards each other as they play and share resources well. Staff manage children's behaviour consistently and children receive praise and encouragement, which effectively promotes children's self-esteem and their social skills very well.

Good attention to hygiene practices and promoting a healthy lifestyle for children is apparent at all times. Children benefit from nutritious and healthy snacks of fruit and raw vegetables. They enjoy fresh air and physical exercise and have many opportunities throughout the session to freely access the well-resourced outdoor area. Staff prepare children well for the move on to school and their future learning. They develop positive links with nearby schools and have good working partnerships with the teachers. Staff invite teachers into the creche to meet with parents, children and the key person before children move into nursery and school. As a result, children's stage of learning and individual care needs are effectively shared.

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

Staff have a very good knowledge and understanding of how to safeguard and protect all children. They have a good awareness of their responsibilities and know what to do and who to contact in the event of a cause for concern. Policies and procedures are concise and known by all staff. They have attended appropriate safeguarding training. Risk assessments and daily checks of the creche are thorough, which ensures that children are protected effectively within a safe, welcoming and stimulating environment. Qualified and experienced staff are well deployed and children are constantly well supervised to ensure they remain safe.

There is a robust recruitment and selection process in place, as a result, they have recruited a skilled and qualified team who are experienced and supported well within the creche. Appropriate checks are carried out on all adults who work directly with children to ensure they are suitable. There is an effective induction process in place for new staff to ensure they are fully aware of their role and responsibilities. As a result, the quality of teaching is consistently high and maintained across the creche. The manager is committed to staff's continuous professional development, which is formally reviewed during regular appraisals. All staff are encouraged to attend regular training courses to develop their skills and knowledge. Information from training courses is shared amongst the team during staff meetings and daily meetings. Peer observations are completed to enable staff to share positive examples and ideas. This ethos of constant reflection and improvement ensures that standards of care and teaching throughout the creche continue to improve for the benefit of children and their families. The management team regularly monitors the planning and delivery of the educational programmes to ensure that children are provided

with interesting and enjoyable activities and resources that support them to make good progress across all areas of learning. Frequent observations and assessments of children's learning are completed, which enables staff to identify the progress children make, and any areas in which children may require further support.

The manager and staff team meet regularly to evaluate and reflect on their practice. Through self-evaluation, staff have identified the things they do well. They are very committed and focused to continually improve the creche. Since the last inspection, the areas raised for improvement have been addressed. For example, staff use information gained from completing accurate assessments of individual children's progress to plan challenging and enjoyable activities for children. This supports children's next steps across all areas of learning and development and has a positive impact on children's learning and progress.

Staff have established strong links with other professionals, local nurseries and schools. All information in relation to children's care and learning is shared with others professionals, to ensure a smooth move for children. Staff and management have established very good relationships with parents. They ensure that parents are treated with respect and that confidentiality is respected at all times. Parents are encouraged to be actively involved with the children's learning in a variety of ways and to make suggestions to improve practice. For example, there is a very informative noticeboard for parents, they get opportunities to attend regular open sessions and receive questionnaires. This ensures they are kept well informed of the events, planning and any changes happening at the creche. Parents spoken to at the inspection are very positive about the care and learning their children receive. For example, parents express how their children's communication and language has developed. Verbal feedback also demonstrates that staff listen to what parents have to say and take on board their comments about what their children enjoy outside of creche and what they would like to see provided for them.

### **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. 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>	EY464452
<b>Local authority</b>	Bradford
<b>Inspection number</b>	962599
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	12
<b>Number of children on roll</b>	11
<b>Name of provider</b>	North East Windhill Community Association
<b>Date of previous inspection</b>	15/01/2014
<b>Telephone number</b>	01274588831

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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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