

Lucky Ducks Pre-School

Scremerston First School, Scremerston, Berwick-upon-Tweed, Northumberland, TD15 2RB

Inspection date	13/01/2015
Previous inspection date	15/02/2011

The quality and standards of the early years provision	This inspection:	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

- Children's communication and language skills are fostered well. Staff use effective questioning techniques during play and activities, to extend children's vocabulary and thinking. As a result, children make good progress in this key area of learning.
- Staff form positive relationships with children, so that attachments are strong and promote their emotional well-being. Therefore, children are happy, settled and comfortable in their surroundings.
- Children's safety and well-being are well promoted as staff have a good understanding of safeguarding procedures and how to protect them from harm, as result they are safe and secure.
- Partnerships with parents are well established. Staff successfully deploy various strategies to engage parents in their children's learning. Consequently, children are well supported between the pre-school and home.

It is not yet outstanding because

- Staff do not always exploit opportunities for older and more able children to recognise and recreate simple patterns that they see, so they excel in their mathematical learning.
- Staff do not always provide children with a wide range of tools and resources that enable them to shape, assemble and join materials together. This means that children's ideas and thinking are not always fully supported.

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 throughout the pre-school.
- The inspector looked at children's records, observation and assessment files, planning documentation and a selection of policies.
- The inspector spoke to the manager, staff and children throughout the inspection.
- The inspector took account of the views of parents spoken to on the day.
- The inspector checked evidence of suitability and qualification of staff working with children and the provider's self-evaluation.
- The inspector carried out a joint observation with the manager.

Inspector

Janet Fairhurst

Full report

Information about the setting

Lucky Ducks Pre-School was registered in 1996 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is based in a classroom within Scremerston First School in Scremerston, near Berwick, Northumberland and it is managed by a parent committee. Children have access to the school hall and secure enclosed outdoor play areas. The pre-school serves the local area and is accessible to all children. It operates Monday to Friday from 8.45am to 3pm, during term time. The pre-school employs six members of childcare staff. Of whom, one member of staff holds a foundation degree in early years, one holds an early years qualification at level 4 and four hold early years qualifications at level 3. There are currently 17 children attending who are in the early years age group. The pre-school provides funded early education for two-year-old children.

What the setting needs to do to improve further

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

- enhance older children's already good mathematical skills, for example, by providing more opportunities for them to talk about, recognise and recreate simple patterns
- provide an even wider range of tools and resources to enable children to join materials, which they are using, together, for example, by providing a stapler, string, treasury tags and paper clips.

Inspection judgements

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

Staff's knowledge and understanding of the Early Years Foundation Stage is secure. This leads to good quality teaching within the pre-school and successfully provides children with a strong foundation to support their learning. Staff have developed effective systems to monitor children's learning and development. They talk to parents at the beginning of the placement, about their children's starting points and this information, combined with the key person's own observations, are recorded. As a result, well-documented learning journals record a clear picture of where children are in their learning. Staff carefully track children's progress, enabling them to identify any gaps in their learning and development. This means that prompt action involving parents and other professionals, where needed, is taken, resulting in achievement gaps being quickly narrowed. Staff provide a broad range of enjoyable and stimulating activities, which help children to develop the skills that they need in readiness for school. For example, children use wipe boards to draw pictures of their choice. This prompts interesting conversations about what they like and enjoy. Children use their imagination and creativity to create models using recyclable boxes. They

use scissors with increasing levels of control and ability and they receive good levels of support when they need help. This helps them to develop their fine movements. However, the range of resources that they have available, in order for them to fasten, tie and join the boxes together, are limited to tape and glue sticks. This reduces children's choice and scope to devise their own creative solutions in design and making processes.

Children's communication and language development is supported well. Staff engage children in meaningful conversations throughout the day. They listen to children's responses and ask open-ended questions to further their thinking. During adult-led activities, children take it in turns to talk and listen to one another. Children's literacy is supported well. They listen enthusiastically to the stories being read and they are eager to select books that they can take home to share with their parents. Children's skills in literacy are further supported because staff encourage them to have a go at writing their own name, praising them for their efforts. Children are proficient in problem solving. For example, they work out the best way to build ramps for their cars. Staff skilfully extend children's learning encouraging them to experiment with different cars to see which one goes down the ramp the quickest. Children show an interest in colour and counting and staff generally make these activities interesting and enjoyable. Resources, such as measuring tapes, rulers and balancing scales are made available for the children to use. However, older and more able children are not always encouraged to talk about simple sequences or patterns that they see. As a result, children's mathematical learning in this specific area is not maximised by staff. Children's physical development is effectively supported as they use the outdoor play areas to explore a range of movements. They run around the play area chasing their friends, participate in gymnastics in the school hall and use large climbing equipment. As a result, children's coordination, confidence and balance are effectively promoted.

Staff develop very good relationships with parents who are actively encouraged to contribute to children's learning journey records. For example, key persons complete termly progress reports and share these with parents. Parents are invited to add their own comments about children's learning and development. Children have regular opportunities to take home a book to share with their parents and complete simple 'homework' tasks. Consequently, a consistent approach to children's learning, both at home and in the pre-school, is effectively promoted.

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

Settling-in sessions provide new children and their parents with time to get to know the staff and the environment. This, combined with a well-established and effective key person system, helps children to form secure emotional attachments and provides parents with a familiar person to share information with regarding their child. As a result, children arrive at the pre-school happy and separate well from their parents. Staff prepare the children equally well for the move from pre-school to school. This is achieved because they have established close links between the school staff who visit the pre-school to meet the children. This good partnership working successfully helps children to become familiar with their new carers and gain confidence as they move to the next stage of their learning. Children freely access a wide range of resources and equipment that enable

them to make choices about their activity and play. They are confident, motivated and interested in what they are doing and what is on offer. Consequently, they make good progress in their personal, social and emotional development.

A range of experiences and opportunities are provided for children to develop independence skills and cooperation. For example, children are supported to serve their own food at mealtimes, put their own coat on and wash their own hands following creative activities. Children behave well and have positive relationships with their peers. Their turn taking and sharing are consistently encouraged and they enjoy helping with tidying up. Children are confident to express their own needs and wants. Through play and various activities, they learn about the needs and lives of others, for instance, they learn about various festivals, such as Christmas and Chinese New Year. Staff promote a healthy lifestyle and they are good role models to children. For example, they sit with them during snack and mealtimes, talking to them about the benefits of healthy eating and encouraging them to try new foods. Staff promote effective health and hygiene procedures, such as hand washing as part of the daily routine. Gentle reminders from staff ensure that children have a growing awareness of how to keep themselves safe as they play. For example, children know why they must not run indoors. This helps to promote a safe environment where children feel comfortable to learn.

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

Arrangements for safeguarding children are strong, regularly reviewed and fully understood. An effective safeguarding policy is implemented well and staff's knowledge of safeguarding children is robust. Effective staff induction and training ensure adults have an up-to-date knowledge of how to protect children from harm and can take prompt, appropriate action if they have any concerns about a child's welfare. There are clear procedures covering the reporting and management of any allegations of abuse against staff. Children's welfare is further supported as staff recruitment and vetting arrangements ensure adults are suitable and have relevant knowledge, skills and experience. They are well supervised and risk assessments are used to effectively monitor their overall safety, with prompt action taken to reduce hazards and to ensure regular checks are carried out. The manager works closely with staff to assess the quality of teaching and learning to ensure the effectiveness of the educational programmes and the progress that children make towards the early learning goals. Good opportunities for professional development are in place through supervisions, appraisals, training and staff meetings.

Staff have established good relationships with parents and share information on a daily basis about children's routines and the activities, which they participate in. Staff keep parents well informed of the progress their children are making. They provide them with termly reports and encourage them to read their child's learning journals, adding their own comments about what their children are achieving at home. Furthermore, interesting initiatives are used to involve parents in children's learning. For example, staff provide parents with a copy of the nursery rhymes that the children are learning, they send home simple 'homework tasks' and invite parents to borrow story sacks and books. As a result, parents are actively involved in children's learning. Discussions with parents at the

inspection, demonstrate that they are completely satisfied with the care and support, which their children receive. Self-evaluation methods are effective, helping staff to build on their strengths and highlight significant areas for development. The views and feelings of the children and their parents are used to guide and inform practice through daily discussion, observation and feedback questionnaires. For instance, they have listened to parents and have introduced more formal parent meetings to discuss children's progress. Equally good partnerships are established with the host school because staff work closely with the teaching staff. This ensures continuity and consistency of care and learning.

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

Unique reference number	301856
Local authority	Northumberland
Inspection number	867338
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	17
Name of provider	Lucky Ducks Pre-School Committee
Date of previous inspection	15/02/2011
Telephone number	01289 307536

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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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