

Ducklings @ Monkston Park



Monkston Park Community Centre, 10 Pimlico Court, Monkston Park, Milton Keynes, MK10 9PN

Inspection date	23 March 2015
Previous inspection date	19 March 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The manager fully understands her responsibilities in meeting the learning and development requirements and she monitors the educational programmes. Staff promote children's good learning outcomes and use effective teaching techniques. There is a good range of resources and the learning environment effectively supports children's all-round development.
- The manager monitors staff performance through yearly appraisals and one-to-one meetings. Staff have good opportunities to develop their skills through training and they put what they learn into practice to further children's experiences.
- All staff have a good understanding of safeguarding to protect children. The environments the children use are safe and secure, so they can enjoy free-flow play both indoors and outdoors.
- Staff effectively support children to begin to manage their behaviour and feelings. They help them to make positive relationships with other children and adults.
- Partnerships with parents are strong; parents express their gratitude to staff for being caring and helping their children to make good progress in their learning.

It is not yet outstanding because:

- The arrangements for large group activities do not always meet the needs of all children.
- The key-person system is not fully effective to cover the staff's weekly working patterns and/or absences.
- There is scope to extend children's independence skills, particularly at snack time.

What the setting needs to do to improve further

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

- review the arrangements for large group times to meet the individual needs of the children
- develop children's independence skills further, particularly at snack time
- enhance the key-person system to support and share information about children in the absence of their allocated key person.

Inspection activities

- The inspector observed activities in the main hall and garden.
- The inspector had discussions with children, parents and staff.
- The inspector undertook a joint observation with the manager.
- The inspector looked at observation files, tracking systems, the self-evaluation form and a selection of policies and children's records.

Inspector

Kim Mundy

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff welcome the children on their arrival and they work directly with the children as they chat and engage them in worthwhile activities. For example, children use their imagination and develop further communication skills during role play in the hairdressers. Children observe colour changes as they mix paints; they build with bricks and weigh and sort objects, which helps to develop their mathematical skills. Children develop good literacy skills as they use chalks and pencils to make marks on paper and in dough and foam. Although children enjoy story times, large group activities do not always meet the individual needs of the children. Parents' views are valued as the first educators of their children and they have good opportunities to be involved in their child's learning. For example, they have access to their child's informative learning journal, they attend parent consultations and receive information about their child's activities. Staff effectively help children to build on the skills they require for the next stage in their education.

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

Children settle well according to their individual needs. Overall, the key-person system is well-embedded, as they coordinate their key children's care and learning. However, staff do not implement secure systems to ensure responsibility for this in a key-person's absence. Staff praise children for their efforts, which instils confidence and self-esteem. For example, as they develop skills when operating a computer programme. Parents supply a packed lunch when their child attends all day and staff provide healthy snacks. However, staff do not fully enhance children's independence skills by, for example, allowing them to butter toast and cut fruit. Staff teach children to keep themselves safe as they talk about and share the 'safe-play book' in the cosy area. Children develop good physical skills as they climb on various apparatus and they learn about the effects on their bodies when they are active.

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

The pre-school is well led and managed. All of the required paperwork is in place to underpin the good service provision. The manager is fully aware of her responsibilities in meeting the safeguarding and welfare requirements, including arrangements for safeguarding, safety and the ongoing suitability of the staff. The manager closely tracks the effectiveness of the educational programmes for different groups of children to close gaps in their achievement; for example, boys and girls, children with special educational needs and/or disabilities, and children learning English as an additional language. Children, parents and staff have input into the pre-school's self-evaluation to make continuous improvements. Partnerships with parents and external agencies, such as schools and early years advisors, successfully support staff in providing for the ongoing needs of the children.

Setting details

Unique reference number	EY437560
Local authority	Milton Keynes
Inspection number	824272
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	40
Number of children on roll	63
Name of provider	Ducklings Limited
Date of previous inspection	19 March 2012
Telephone number	07796503761

Ducklings@Monkston Park registered in 2011. The pre-school operates from the community hall in Monkston Park, Milton Keynes. It is open Monday to Friday during school term times. Sessions are from 9.15am to 11.45am, 9.15am to 2.30pm and from 12 noon to 2.30pm. The pre-school supports children with special educational needs and/or disabilities, and children learning to speak English as an additional language. It is in receipt of funding for the provision of free early education for children aged two, three and four. Six of the staff working at the nursery hold relevant qualifications to level 3.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

