

# Ducklings Pre-School

Eastwood Memorial Hall, Rayleigh Road, LEIGH-ON-SEA, Essex, SS9 5XL



<b>Inspection date</b>	29 September 2015
Previous inspection date	27 September 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager is highly qualified and uses her expertise to help staff develop. She is passionate about providing staff with opportunities to attend training and this has a very positive impact on practice.
- Observation, assessment and planning systems are robust. Children's progress is regularly monitored by their key person and the manager. This highlights gaps in learning and additional needs which are quickly addressed.
- Children behave extremely well. Staff have clear rules and routines and gently remind children how to be safe as they move around the setting. Health and safety policies and procedures are robust and evident throughout practice. All staff understanding the importance of their role in keeping children safe.
- Children are extremely well supported when they start in the setting. Staff take into consideration the individual needs of children and their families. Parents feel very well supported, children settle quickly and develop very strong and trusting relationships with staff.
- Partnership work is excellent. The manager is proactive in engaging parents, schools, professionals and agencies to ensure that all children get the very best support to meet their individual needs.
- The manager and staff have a very good understanding of the requirements of the Early Years Foundation Stage and meet these fully.

### It is not yet outstanding because:

- Staff do not always encourage children to think about and find solutions to problems.
- Occasionally, whole group activities are too long for the youngest children.

## What the setting needs to do to improve further

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

- provide children with more opportunities to think about and solve problems as they play
- ensure that if whole group activities are undertaken they meet the needs of the youngest children.

### Inspection activities

- The inspector viewed all the areas of the setting.
- The inspector undertook a joint observation with the manager.
- The inspector talked to children, parents, staff and the manager during the inspection.
- The inspector observed children playing in the indoor and outdoor environment and assessed the quality of teaching and learning.
- The inspector viewed a range of documentation including policies and procedures, staff qualifications, suitability checks, risk assessments and children's records.

### Inspector

Julia Matthew

## Inspection findings

### Effectiveness of the leadership and management is good

Leadership is a strength of the setting and the manager has been highly focused on improving since the last inspection, to very good effect. She has a very clear vision and is committed to providing the highest quality environment and teaching for the children that attend. Staff are reflective on their work and are involved in decision making. Planning for development takes into account the views of parents and children. Staff are extremely well supported. Regular supervision sessions review children's progress and set targets for staff development. The manager is highly skilled at assessing teaching and uses this to provide focused training for those who need it. Staff who are not yet consistently demonstrating outstanding teaching are moving rapidly towards this, as a result. Partnerships with parents are highly effective. Children are well supported to learn at home and in the setting. Parents value the regular and in-depth information they receive about children's progress. Arrangements for safeguarding are effective. All staff know what action to take if they have concerns about a child's welfare or development.

### Quality of teaching, learning and assessment is good

Teaching is very good and sometimes outstanding. Where it is outstanding, staff use their knowledge of children's needs to fully extend their understanding. Staff plan activities and experiences that inspire children, ignite their interests and motivate them. They are currently creating a magic beanstalk which will appear overnight for children to find as they arrive in the setting. This is linked to children's enjoyment of a popular storybook. Staff liaise with school teachers to plan activities and experiences that will help children prepare for school. Children have independent access to a range of resources which is set out attractively to catch their attention. When children arrive they quickly engage in focused play and are well supported by staff who play alongside them. Communication and language are very well promoted and children's talk is valued and encouraged. Children are generally active learners. However, circle time is sometimes a little too long for the youngest children and their readiness to learn is affected during these times.

### Personal development, behaviour and welfare are good

Children develop independence skills and enjoy doing things for themselves. Staff are extremely supportive and are clearly delighted when children demonstrate self-help and self-care skills. They learn how to put on their coats, shoes and take responsibility during hygiene routines. This ensures that children become less reliant on adults. However, staff are always close by and children confidently ask for help when they need it. Children learn about the importance of a balanced diet, regular exercise and how to keep themselves safe. Staff work hard to help children develop into confident learners. However, sometimes they are not encouraged to think about and solve problems as they arise.

### Outcomes for children are good

All children make very good progress from their starting points. Staff ensure that children develop the skills they need for school.

## Setting details

<b>Unique reference number</b>	EY420024
<b>Local authority</b>	Southend on Sea
<b>Inspection number</b>	852054
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Marina Ann Van-Roon
<b>Date of previous inspection</b>	27 September 2011
<b>Telephone number</b>	07876562429

Duckling Pre-School is privately owned, was registered in 2011 and is in Eastwood, Leigh on sea. The setting employs six members of childcare staff. All hold appropriate early years qualifications at level 3, including the manager who holds a level 5 qualification in Leadership and Management in Early Years. The setting opens from 9am until 12 noon on Monday and Friday and from 8.30am until 3pm on Tuesday, Wednesday and Thursday, during term time only. The setting provides funded early education for two-, three- and four-year-old children.

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