

# Ugley Duckling Pre-School

Alsa Lodge, Alsa Street, Stansted, Essex, CM24 8SX



<b>Inspection date</b>	22 October 2015
Previous inspection date	3 March 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

- Children show high levels of concentration and quickly become engrossed in the excellent activities available to them. They choose where and with what they want to play and this helps them to swiftly develop into independent learners.
- The key-person system is strong. Children new to the pre-school are supported very well and settle quickly. They rapidly develop a strong relationship with their key person and seek them out for support and reassurance.
- The pre-school staff have established exceptionally strong partnerships with parents. They go the extra mile in the support that they offer to them. Parents talk about the care and support the staff provide for them. Furthermore, they talk about their amazement of how much their children learn.
- Children make good progress. Children who speak English as an additional language are skilfully supported. The pre-school staff work closely with parents to ensure all children are fully included in all aspects of pre-school life.
- Partnership working with other settings where children attend is strong. Information about children's development is regularly shared and this encourages continuity in children's learning.

### It is not yet outstanding because:

- The systems in place for supervision and performance management of staff are not always effective enough to help staff to develop their knowledge and understanding of how children learn and develop to the highest level.

## What the setting needs to do to improve further

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

- develop a more effective system for the supervision and performance management of all staff which consistently identifies their ongoing professional development needs.

### Inspection activities

- The inspector observed activities both indoors and in the outside play area and talked to the staff and children at appropriate times.
- The inspector carried out a joint observation and held a meeting with the pre-school manager.
- The inspector looked at children's assessment records, planning documents and a range of other documents, including the safeguarding policy and procedure.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector took account of the views of parents and of the pre-school's self-evaluation form.

### Inspector

Jill Hardaker

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff are fully aware of their responsibility to report any concerns about children's well-being and are confident in their ability to recognise child protection issues. Staff turnover is extremely low, however, there are robust procedures in place in order to recruit new staff when they are needed. The staff regularly track the progress of both individual and groups of children. They use effective systems to review the educational programme which ensure that all children's needs are met. However, the monitoring of staff's teaching and practice through observations, supervisions and appraisals is not always highly effective in addressing weaknesses and identifying further professional development opportunities. Staff reflect on their practice through regular meetings. They seek the views of parents through questionnaires and make effective changes to their practice to meet parents' needs. For example, they now provide parents with more information through emails and a daily message board.

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

The quality of teaching is good. The staff plan activities that are interesting and stimulating for every child. Staff model mathematical language during children's play. For example, they talk about the top and bottom and count cars with children as they put them through a recycled cardboard tube. There are many opportunities for children to practise their early writing skills. They are encouraged to write their name at every opportunity and children enjoy making marks with chalks on boards outside. The staff collect clear information about children's starting points from parents. This helps them to clearly identify children's next steps in all areas of learning. Furthermore, they encourage parents to continue children's learning at home as they send home ideas for activities linked to the topics they are covering.

### Personal development, behaviour and welfare are good

The well-established staff team create a calm and nurturing environment. Children have fun; they are settled and happy and their behaviour is excellent. Children have many opportunities to be active and enjoy daily fresh air. The garden is well resourced, children enjoy gardening, pond dipping and walks through the woodland. Staff use snack times to have conversations with children about healthy food and the importance of drinking water. They are vigilant in ensuring any children with food allergies have their individual needs met. Children show good levels of independence as they make their own choices, serve themselves at snack times and find their belongings. Children enjoy taking home their learning journey and sharing it with their family. Parents talk about children's excitement of looking at photographs of their wonderful pre-school experiences.

### Outcomes for children are good

The excellent tracking of individual and groups of children's learning and development ensures all children make good progress. Staff teach the basics for mathematics and literacy very well. Parents and staff at local schools state how well prepared the children are for the next stage of their learning at school.

## Setting details

<b>Unique reference number</b>	204110
<b>Local authority</b>	Essex
<b>Inspection number</b>	865231
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	45
<b>Number of children on roll</b>	45
<b>Name of provider</b>	Caroline Anne Dawson
<b>Date of previous inspection</b>	3 March 2011
<b>Telephone number</b>	01279 812621

Ugley Duckling Pre-School was registered in 2009. The pre-school employs seven members of staff. Of these, four hold appropriate early years qualifications and one holds Qualified Teacher Status. The pre-school opens school term time only from 8.30am until 3pm, Monday to Thursday, and 8.30am until 12.30pm on Friday. The pre-school provides funded early education for two- three- and four-year-old children. The pre-school supports children who speak English as an additional language.

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