

Sarratt Ducklings Pre-School



Sarratt JMI School, The Green, Sarratt, RICKMANSWORTH, Hertfordshire, WD3 6AS

Inspection date	3 November 2015
Previous inspection date	2 February 2012

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Teaching is outstanding because the qualified staff successfully plan activities for children across all areas of learning. They fully promote children's interest and learning styles during play opportunities and focus activities. As a result, children flourish and speedily develop their skills.
- Educational programmes for children are exceptional. Staff provide them with a wide range of resources, learning projects and excellent opportunities to develop skills, both indoors and outdoors. Children demonstrate the characteristics of effective learning, as they play, explore and engage in purposeful, challenging and very interesting activities.
- Staff are very welcoming and display strong bonds with children. They are very attentive towards supporting children's emotional well-being. Consequently, children are comfortable, happy and settled.
- Children exercise, enjoy outdoor activities and fresh air on a daily basis. They have nutritious snacks and learn about healthy eating during weekly cooking sessions, planting and harvesting activities. Additionally, staff strongly focus on teaching children to manage their hygiene needs. Therefore, children learn to live healthy lifestyles.
- Staff have great knowledge of how to protect children and follow robust safeguarding procedures. They participate in regular child protection training and expertly monitor children's welfare and well-being.
- Staff and managers maintain an inspirational culture of reflective practice, fully involving the local authority, committee members, parents and children. They continuously evaluate the services and educational programmes for children. Consequently, all children develop to their full potential.

What the setting needs to do to improve further

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

- expand on the already effective ways to engage parents by obtaining from them even more-detailed information about children's ongoing learning at home, to enhance even further children's exceptional learning at pre-school.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed two joint observations with the pre-school manager.
- The inspector held meetings with the pre-school manager and staff. She looked at relevant documentation, such as, the pre-school self-evaluation, evidence of the suitability of staff working in the pre-school, their qualifications and training.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Karina Hemerling

Inspection findings

Effectiveness of the leadership and management is outstanding

The safeguarding arrangements are effective. Staff meticulously document practice and ensure children's good health by fully promoting health and safety, and safeguarding requirements. They minimise risks for children by supervising them effectively and conducting robust assessments of play areas. Staff skilfully introduce parents to policies, procedures and educational programmes building on strong partnerships with them. This directly contributes to the excellent management of the pre-school. Furthermore, there are strong links with outside agencies and external professionals. Therefore, staff promptly support children's needs. The qualified staff benefit from the managers exceptional supervision, coaching and excellent ongoing opportunities for professional development and training. As a result, staff have an expert understanding of their duties under the Early Years Foundation Stage and children's needs are precisely met.

Quality of teaching, learning and assessment is outstanding

Staff provide children with unforgettable learning experiences, as they innovatively teach them skills for life. They ensure children are continuously challenged and skilfully expand on their talents and preferences. Play areas are expertly resourced and children are provided with excellent opportunities to lead their own play. There is a strong focus on promoting children's imaginative development and excellent adult-led activities. Parents are provided with regular information about children's ongoing progress. Staff complete the progress check for children aged between two and three years and provide parents with regular summaries of children's development. Staff plan to continue to develop parents' involvement in children's learning even further. Younger and older children benefit from staff's expert knowledge of child development. Furthermore, educational programmes are exceptionally tailored to the different needs and ages of children.

Personal development, behaviour and welfare are outstanding

Practice is very inclusive. Staff have excellent knowledge of children's care needs and expertly meet these. Children learn about their community and develop social skills exceptionally well. They participate in outings, are visited by community members and learn to play cooperatively at the pre-school. Additionally, children learn good manners, reflect on what is right and wrong and consider others' feelings. Staff are inspirationally attentive towards children and enthusiastically praise their achievements and efforts. This effectively boosts children's confidence and self-esteem. As a result, they behave exceptionally well. Through interactions with children during play, staff teach them to keep safe, respect the environment and others.

Outcomes for children are outstanding

Staff and managers continuously enhance the already outstanding quality of teaching through training. Assessments of children's skills are robust and expertly identify children's starting points and next steps in development. Staff carefully track children's progress. This enables them to narrow gaps in children's learning. All children are highly motivated learners. They develop their skills exceptionally well and are fully supported by staff, in preparation for school.

Setting details

Unique reference number	130613
Local authority	Hertfordshire
Inspection number	874895
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	33
Name of provider	Sarratt Ducklings Pre-School Committee
Date of previous inspection	2 February 2012
Telephone number	01923 266 694

Sarratt Ducklings Pre-school was registered in 1992. The pre-school employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 and 3. The pre-school opens from Monday to Friday, term time only. Morning sessions are from 9am to 12 noon, with an optional lunch club from 12 noon to 1pm. Afternoon sessions are from 1pm to 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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