

Hunsdon Ducklings

The Porta Cabin, Hunsdon JMI School, Hunsdon, Hertfordshire, SG12 8NT



Inspection date	9 March 2016
Previous inspection date	28 May 2010

The quality and standards of the early years provision	This inspection:	Good	2
	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

- All children are working within typical expectations for their age. Any children whose starting points are below usual expectations are making consistently good progress and any gaps in children's learning and development are closing. This means that all children are on track to be working within the range of development typical for their age by the time they reach school age.
- Partnerships between the staff, parents, other early years professionals and the school are highly developed. This means that children receive good levels of consistency in their care and learning.
- Staff's knowledge and understanding of the pre-school's child protection and safeguarding policies are excellent. This means that children are protected and staff are alert to any concerns or changes and are clear about what immediate action to take to keep children safe.
- Children display close bonds and attachments with the staff. This ensures that their emotional well-being is promoted and they are happy and enjoy their time in the pre-school. Good relationships with their key persons ensure that children's welfare and care routines are fully supported.

It is not yet outstanding because:

- Staff do not always help children to fully develop their independence. For example, they occasionally direct children's creative play rather than letting children express their own thoughts and ideas.
- The evaluation of staff performance is not yet fully developed in order to ensure that all staff deliver the same high levels of teaching.

What the setting needs to do to improve further

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

- expand the systems for supervision and performance management to ensure that all staff provide consistently strong teaching.
- provide further activities to enable children to develop their independence in expressing their own thoughts and ideas during creative play.

Inspection activities

- The inspector observed teaching and the impact this has on children's learning.
- The inspector spoke to members of staff and children at appropriate times throughout the inspection.
- The inspector held a meeting with the pre-school manager.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector looked at a selection of children's records, planning documentation, evidence of the suitability of staff and a selection of other documentation including policies and procedures.
- The inspector and manager jointly observed and discussed staff practice.

Inspector

Susan Parker

Inspection findings

Effectiveness of the leadership and management is good

Leaders and managers implement the Early Years Foundation Stage to a good level. Staff at the adjacent school compliment the pre-school staff on the good levels of skills and behaviour of children moving up to the school. The effectiveness of supervision and training for staff to improve teaching is strengthening. However, it is not yet outstanding because the quality of teaching that all children receive is not always of the highest possible quality. The leaders and managers review and evaluate the quality of the pre-school and reflect on their practice. They produce ideas and evolve an action plan to make improved changes in agreement with the committee. Staff and leaders have high expectations and are motivated to continue to make improvements. The arrangements for safeguarding are effective. Staff prioritise the safety of children and take action to minimise any risks.

Quality of teaching, learning and assessment is good

Staff provide children with a stimulating and welcoming setting. They generally use resources well to engage the children and promote their learning. Staff teach them the skills of listening to each other, taking turns and respecting others through daily routines, such as registration circle time. This supports children in their readiness to move on to the next stage in their learning. Staff gather accurate information from all adults involved with the child to gain an accurate baseline assessment from which children make progress.

Personal development, behaviour and welfare are good

The effectiveness of care practices in this pre-school is good. Key persons work closely with all other adults, which promotes consistency. Parents are encouraged to share their children's learning and development achievements from home. This means that children feel safe and are confident that their needs are met as well at the pre-school as they are at home. Children regularly participate in exercise and physical activities both indoors and outside. They competently use a selection of different tools to serve themselves the fruit at snack time. Staff promote children's confidence through good use of praise and rewards. Children beam with pride when they receive a smiley face print on their hand for something positive. Staff deliver clear and consistent messages. This enables children to behave well, respect each other and understand their own feelings and actions.

Outcomes for children are good

All groups of children make good progress. The staff work particularly closely with specialists in order to identify and narrow any gaps in children's learning and development. This means that their early intervention has enabled children to catch up and be well prepared for the next stage in their learning.

Setting details

Unique reference number	127950
Local authority	Hertfordshire
Inspection number	874802
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	16
Number of children on roll	21
Name of provider	The Hunsdon Ducklings Pre-School Committee
Date of previous inspection	28 May 2010
Telephone number	01279 841044

Hunsdon Ducklings was registered in 1995. The pre-school employs seven members of childcare staff. Of these, two hold appropriate early years qualifications at level 3, including one with a foundation degree. The pre-school opens from Monday to Friday during the school term times. Sessions are from 9am until 12 noon. The pre-school provides funded early education for two- and three-year-old children.

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 reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

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

