

Little Ducklings Preschool

School Hill, Reedham, NORWICH, NR13 3TJ



Inspection date	27 June 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 are eager and active learners. Staff have a secure knowledge of how children learn. They provide a rich, varied and imaginative programme of activities and play opportunities. Detailed observations, assessments and planning for individual children contribute to them continuing to progress well in their learning and development in preparation for school.
- Partnerships with parents and external agencies are a key strength and are highly effective in ensuring all children receive the support they need. Staff effectively engage with parents to support children's learning in the pre-school and provide ways to support learning at home.
- Staff offer children good first-hand opportunities to explore and learn about their local community. They enjoy trips to the river and woods, take part in school events such as sports day and visit the local shops and post office.
- Children are well supported for their move on to school. They are familiar with the onsite school environment as they share facilities, such as the playground and planned visits are arranged. The provider has good links with the teachers and shares useful information about children's achievements and needs to ensure a smooth transition.
- The provider demonstrates clear motivation to develop the pre-school. Since registration, she has enhanced the outdoor provision, built a strong knowledgeable staff team who work well together and effectively used support from the local authority.

It is not yet outstanding because:

- The provider's supervision of staff is not yet highly effective in supporting staff to achieve the highest level of teaching practice.
- The provider does not monitor the progress of specific groups of children well enough to support them to make even better progress.

What the setting needs to do to improve further

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

- make the most of staff supervision to identify good practice and make suggestions for improvements to enhance the quality of teaching skills throughout the team even further
- build on the monitoring systems more effectively to measure and support the progress that specific groups of children are making.

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 spoke with staff and children at appropriate times throughout the inspection and completed a joint observation with the pre-school provider/manager.
- The inspector held a meeting with the provider. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector sampled a range of other documentation, including the learning and development records of children, the pre-school's policies and procedures and risk assessments.
- The inspector took account of parents views gathered through the pre-school's own survey and spoke to a small selection of parents during the inspection.

Inspector

Lindsey Cullum

Inspection findings

Effectiveness of the leadership and management is good

The well-qualified provider offers strong leadership for an effective staff team. Arrangements for safeguarding are effective. Staff understand their role in protecting children from harm. They carry out thorough daily risk assessments of the premises. Children are involved in checking that safety measures are in place, such as ensuring that gates are secure. This means that children begin to learn how to keep themselves safe. Staff are fully aware of what to do should they have any concerns about children's welfare. Staff regularly attend training opportunities relevant to their roles and implement new ideas. This has a positive impact on the learning experiences offered to children.

Quality of teaching, learning and assessment is good

Staff have a good understanding of each child's interests and next steps in learning. They share accurate assessments with parents, so that parents know how well their children are progressing. Parents comment very positively that their children are happy in the pre-school, making good progress and are well-prepared for school. Children develop their imagination and gain a strong understanding of the world around them. They thoroughly enjoy the hairdressing role play and invite staff to join in their play. Staff are skilled in knowing when to step in to extend children's learning further and make activities fun. They follow the children's lead, singing songs with a small group sitting in the den. Children interact well with others, form friendships and develop good social skills. They become confident communicators as they chat with each other and share ideas during play. Children become engrossed as they create a world for their play animals in the salt tray. They experiment with a wide range of textures and natural materials. Staff teach children to recognise letters, shapes and numbers. Older children are keen to show their emerging writing skills. They pretend to write and post letters and some are confident enough to try to write their own name.

Personal development, behaviour and welfare are good

Staff work hard to create a calm, welcoming atmosphere where children flourish. The key-person system is well established and children develop positive relationships with friendly, caring staff. Children's behaviour is very good. They listen to staff and each other as they learn to play. All children are confident and their emotional well-being is effectively supported by staff who get to know them well. Staff help children to develop self-help skills by providing opportunities for them to do things for themselves. Children serve their own drinks and snacks, and tidy away when they have finished. Staff encourage children to make healthy decisions about food. Children know that fruit is healthy and learn where food comes from as they talk with the staff. Children thoroughly enjoy play and learning outdoors. They are physically active and develop good physical skills and coordination.

Outcomes for children are good

All children make good progress in learning from their starting points, including those whose circumstances or needs require particularly perceptive intervention and additional support. Children demonstrate a positive attitude to learning and they are developing the key skills needed for school and future life.

Setting details

Unique reference number	EY481490
Local authority	Norfolk
Inspection number	987988
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 5
Total number of places	10
Number of children on roll	10
Name of registered person	Jane Amanda Cooper
Registered person unique reference number	RP904888
Date of previous inspection	Not applicable
Telephone number	01493700271

Little Ducklings Preschool was registered in 2014 and is privately owned and managed. There are five childcare staff who work with the children including the provider who is also the manager. Of these, four hold appropriate early years qualifications at level 2 or above. The pre-school opens Monday to Thursday during term time only. Sessions are from 8.45am until 3.15pm. The nursery provides funded early education for two-, three- and four-year-old children.

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