

Ducklings Pre-School

18 Welford Road, Creaton, NORTHAMPTON, NN6 8NH



Inspection date

2 March 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider has not followed the correct procedures for supplying Ofsted with the required information regarding members of the committee. Therefore, the suitability of some committee members has not been fully assessed.
- Some members of staff do not have the most precise information about how their key children are developing, in order to support their learning to the highest possible levels.
- Staff do not engage all parents successfully in sharing information about children's learning at home, other than their starting points.

It has the following strengths

- Staff are well qualified and experienced. The manager also works closely with the local authority to offer support and guidance to other settings.
- Children are happy and settled. Staff are calm and responsive to children's individual needs and support their emotional well-being.
- The learning environment is inviting and stimulating. The outdoor area is especially interesting and offers children a wide range of learning opportunities.
- Staff build positive partnerships with local schools. They share relevant information about children's care and learning. This helps to support children, particularly at times of change.
- Partnership working with other professionals is effective. Where children may have additional needs, staff work closely with parents to identify and seek out appropriate support from other agencies.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

- ensure that Ofsted is provided with all the required information regarding members of the committee in a timely manner in order for the full suitability assessment process to be completed. 17/03/2017

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

- strengthen the systems in place for assessing the progress of individual children, so that all staff are consistently making precise assessments of children's learning to promote their progress to the highest levels
- build on the relationships established with parents, to gain more information from them about children's ongoing progress at home, in order to support children's overall learning even more successfully.

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 during the inspection and completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection, and read statements provided by parents for the inspection and took account of their views.

Inspector

Linda Newcombe

Inspection findings

Effectiveness of the leadership and management requires improvement

The provider has failed to ensure Ofsted is given all the relevant information they need to carry out the required suitability checks on all committee members. However, the risk to children's safety is minimised. Committee members do not have unsupervised access to children, and Disclosure and Barring Service checks have been completed. Safeguarding is effective. Staff are aware of the possible indicators of abuse and have a clear understanding of the procedure they should follow if they needed to make a referral. Staff have regular one-to-one meetings to discuss any concerns about individual children and attend training opportunities. This helps to ensure that all children, including those who have special educational needs and/or disabilities, are effectively supported to make the best possible progress in their learning. The manager obtains and takes account of the views of staff, parents and children in evaluating the service they provide.

Quality of teaching, learning and assessment is good

Staff know the children well. They regularly observe children to find out what they know and can do. Staff play alongside children and use opportunities well to extend children's play and learning. For example, children learn to use hammers and nails safely. Staff plan interesting play that challenges children thinking. For example, children use numbered keys to unlock different sized padlocks. Staff enthusiastically promote the development of children's speech and language. For example, they constantly talk to children and engage them in meaningful conversation. Children's early literacy skills are well planned for. Resources, such as pencils and chalks are easily accessible so that children can experiment by making marks and develop writing for a purpose.

Personal development, behaviour and welfare require improvement

Parents are not fully assured of the suitability of some of the members of the committee who are legally responsible for the operation of the pre-school. Children enthusiastically arrive at the pre-school ready to play with their friends. Behaviour is good and well managed by staff, who encourage children to be kind and caring. Children listen well and staff encourage them to value and respect each other. Staff support children's independence well. Children choose where they wish to play and often spend lots of their time playing in the well resourced outdoor area. Children eat healthy snacks and are encouraged to try new tastes. For example, children learn to use knives safely, as they cut up fruit to make smoothies. Children clearly enjoy staff's involvement in their play and have made secure attachments to them.

Outcomes for children are good

Children make good progress in their learning and are well prepared for their move on to school. Children are confident and capable learners. They eagerly explore the environment and join in activities. Children play cooperatively and develop meaningful friendships. They are confident to express their own thoughts and ideas during play. Children show good physical skills. Older children balance on bikes and steer them around obstacles. Younger children negotiate the different levels and surfaces of the outdoor area well.

Setting details

Unique reference number	EY483221
Local authority	Northamptonshire
Inspection number	1002320
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	31
Name of registered person	Creton Pre-School Committee
Registered person unique reference number	RP520634
Date of previous inspection	Not applicable
Telephone number	01604 505172

Ducklings Pre-School was re-registered in 2015 and is managed by a committee. The pre-school employs eight members of staff, four of whom hold appropriate early years qualifications at level 2 and above. Two members of staff also hold early years teacher status. The pre-school opens Monday to Friday term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children who have special educational needs and/or disabilities.

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.

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