

Ducklings Limited

Oldbrook Centre, Oldbrook Boulevard, Milton Keynes, MK6 2QA



Inspection date

17 July 2017

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

- The management team monitors and evaluates the quality of the provision effectively. Leaders constantly improve outcomes for children and provide a safe and welcoming environment where everyone is important.
- All children, including those learning English as an additional language, make good progress in relation to their starting points.
- Staff are good role models for children. They support children effectively to manage their feelings and to play cooperatively. Children show that they feel secure and confident.
- Children are motivated and keen learners who enjoy exploring a wide variety of activities and experiences.
- Staff know children well and make effective use of their observation, assessment and planning systems to help children move on to the next stage in their learning.
- Children develop a good awareness of healthy lifestyles. For example, they develop good hygiene practices, an awareness of healthy eating and good oral health.

It is not yet outstanding because:

- Staff do not routinely support all parents to continue with children's learning at home to help extend their development even further.
- The new arrangements for helping staff improve their skills are not fully effective in helping to raise the quality of teaching to the highest of standards.

What the setting needs to do to improve further

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

- encourage all parents to contribute information about what their children are learning at home, to fully promote a shared approach to children's development
- use the new methods to evaluate staff performance to help improve the quality of teaching and children's achievements to the highest level.

Inspection activities

- The inspector observed activities in the main room and the outside learning environment, and conducted a joint observation with the manager.
- The inspector held a meeting with the manager, deputy manager and the operations manager of the pre-school. She spoke to staff and children during the inspection, when appropriate.
- The inspector looked at children's assessment and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working within the pre-school, the manager's evidence of self-evaluation and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Amanda Perkin

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders and staff are aware of child protection issues and the procedure to follow if they have a concern about a child's welfare. Leaders support staff well and offer good ongoing support and professional development opportunities to enhance staff's skills. The team works closely with managers at the pre-school and senior colleagues at their other settings. Leaders encourage the professional development of staff, for example, to support staff to complete early years qualifications. Leaders monitor children's achievements and make good use of data about children's progress, to make changes where they identify weaker areas in learning. Leaders use funding effectively to ensure any gaps in learning quickly narrow.

Quality of teaching, learning and assessment is good

Staff identify children's next steps in learning successfully. They plan activities which engage and extend the children's interests and skills. For example, children enthusiastically recall how they planted their beans which will grow into a beanstalk, according to the children's traditional fairy tale. Children demonstrate increasing dexterity. For example, they learn to carry water in various containers outside, to wiggle their hips to spin the large hula hoop, and they skilfully pour their own drinks. Staff support children to learn that print carries meaning. For example, children frequently enjoy sharing books with staff. The staff read to them and they talk about the story and what is happening in the pictures. Staff encourage children to recognise numbers and to count in their activities. For example, children count the number of cups of flour they use when they make their own coloured and scented play dough.

Personal development, behaviour and welfare are good

New children receive sensitive help from staff to settle and quickly grow in confidence. Parents are very positive about the friendly and approachable staff team. Staff are responsive to children's needs and quickly give reassurance and support when children are upset or need help. Children learn to appreciate the company of others. They enjoy social mealtimes and playing games with their friends. Staff set up the all-weather playground well, and children are inspired to be active in the fresh air. Staff join in with children's exploration, extending their learning effectively. For example, children play hopscotch cooperatively. They try out their skills and become increasingly accurate.

Outcomes for children are good

Children behave well and show that they feel settled and relaxed in this friendly, inclusive environment. They develop good communication and language skills, such as talking confidently about their home lives and listening carefully to the contributions of others. Children progress well in their physical development, showing good control as they practise balancing skills and negotiate space safely. Children are well prepared for their future school lives. For example, they learn to write their names, use spoons to serve fruit at snack time, and become increasingly independent in managing their personal needs.

Setting details

Unique reference number	EY490246
Local authority	Milton Keynes
Inspection number	1016540
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	40
Number of children on roll	44
Name of registered person	Ducklings Limited
Registered person unique reference number	RP910109
Date of previous inspection	Not applicable
Telephone number	07548 253540

Ducklings Limited registered in 2015 and is situated in Oldbrook, Milton Keynes, Buckinghamshire. It is open from 9.15am to 2.30pm on Monday to Friday, during term time only. The pre-school receives funding for the provision of free early education for children aged two, three and four years, and is in receipt of early years pupil premium funding. The nursery employs six staff, of whom four hold relevant qualifications.

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