

Little Ducklings Preschool

High Street, North Thoresby, GRIMSBY, South Humberside, DN36 5PL



Inspection date

11 September 2017

Previous inspection date

6 February 2014

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

- Children develop strong emotional attachments with staff and enjoy playing alongside them. They arrive at the pre-school happy and settle quickly.
- The manager monitors the progress made by groups of children well. She uses this information effectively to support children's literacy and mathematical development. Children make good progress in their learning.
- Children who have special educational needs and/or disabilities are supported very well when they move on to school. Staff provide a tailored programme of visits to the school that supports their individual needs successfully.
- Children develop a strong knowledge of their local community. For example, staff take children on visits to the church and park and invite parents and police officers to share their knowledge with children.
- Staff work closely with outside agencies and share information to help protect children from potential harm.
- Staff help children to manage changes in routine well. For example, they ring a tambourine to initiate different times of the day. Staff give children plenty of praise and encouragement, helping to raise their self-esteem and confidence.

It is not yet outstanding because:

- Methods for monitoring staff performance are not embedded well enough to raise the quality of teaching to the highest level.
- Staff do not collect detailed information from parents about their child's learning and stage of development when they first start attending the pre-school.

What the setting needs to do to improve further

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

- monitor staff practice more precisely to help raise the good quality of teaching even higher
- gather more detailed information from parents about what their children know and can do when they start at the 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector

Hayley Ruane

Inspection findings

Effectiveness of the leadership and management is good

The manager uses improvement plans and gathers the views of parents, staff and children to help improve outcomes for children. Parents comment positively about the pre-school and say that they feel that they are, 'Leaving their child with a friend'. Safeguarding is effective. The manager and staff know their responsibilities to keep children safe. They closely monitor visitors to the pre-school and assess the areas for risk, quickly removing any hazards. They ensure that children wear high-visibility jackets when taking them into the local community so they are easily seen. The manager and staff work well with other early years settings and schools that children attend and share information about their development. This supports consistency in their learning.

Quality of teaching, learning and assessment is good

The manager is a good role model for her staff and they all work well as a team, supporting children's learning and development well. Children demonstrate good listening skills and follow instructions. Staff model actions and movements to music which children copy. They provide children with opportunities to learn to share and take turns. For example, during small-group activities they ask children to take turns to sit in the middle. Staff ask children a good range of questions that helps them to develop their problem-solving skills. For example, children talk about their understanding of why water leaks from a bucket and what else they could use to transport water. Staff read children stories and extend their learning effectively. For example, they go outside and ask them to make characters from the story using sticks and branches. Staff encourage children to recall the story, helping them to develop their literacy skills. Staff observe and monitor children's progress to identify their next steps in learning. They share information with parents about their child's progress and how they can continue to support their child's learning at home.

Personal development, behaviour and welfare are good

Staff provide children with a good range of opportunities to follow their interests and to be physically active in the well-equipped garden. Children thoroughly enjoy splashing in puddles and riding on toys. Staff help children to manage risks. For example, two-year-old children climb onto a platform and show a great level of achievement when they reach the top. Staff encourage children to be independent. For example, they encourage them to put on their shoes and coats. Older children help younger children and they show concern for others. Staff sit with children during mealtimes and talk to them about what they are eating. This helps children to develop their social skills.

Outcomes for children are good

All children, including those in receipt of funding, make good progress in their learning. Children develop their early writing skills and, for example, use paint to make marks on paper. They also enjoy using water and paintbrushes to make marks on the pavement outdoors. Children learn key skills in preparation for their move on to school.

Setting details

Unique reference number	EY431230
Local authority	Lincolnshire
Inspection number	1102337
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	20
Number of children on roll	46
Name of registered person	Naomi Anne Brooker
Registered person unique reference number	RP905646
Date of previous inspection	6 February 2014
Telephone number	01472 840387

Little Ducklings Preschool registered in 2011. The pre-school employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above, including one who holds early years professional status. The pre-school opens from Monday to Friday all year round, between 8am and 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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