

# Ducklings Preschool Limited



Meeting Place, 45 Springfield Boulevard, Milton Keynes, MK6 3JH

**Inspection date** 11 September 2017  
Previous inspection date Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 manager makes good use of self-evaluation to accurately identify the strengths and areas for development within the pre-school. She works well with all staff to make ongoing improvements to maintain good standards.
- Children have good opportunities to play outside. They enjoy being physically active and developing their coordination skills, such as when negotiating space on scooters.
- Very effective support is given to children who have special educational needs and/or disabilities and those who speak English as an additional language. Staff work closely with external agencies to ensure that all children receive the support they need to make progress in their learning and development.
- Staff use their good knowledge of the children's interests to plan activities and experiences that they know children will enjoy. Children are eager to take part and make good progress in their learning.
- Children behave well and are kind and considerate towards one another.
- Staff encourage parents to share their cultures and customs with the children. This helps children to develop an awareness of the differences between themselves and others.

### 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.
- Systems to monitor staff do not yet have a strong enough emphasis on incisively evaluating their practice to help raise the quality of teaching to an outstanding level.

## What the setting needs to do to improve further

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

- develop further the arrangements for sharing information with parents to help provide them with more effective guidance and support to help them continue children's learning at home
- strengthen the arrangements for the supervision of staff to focus more precisely on raising the quality of teaching to an exceptional level.

### Inspection activities

- The inspector observed staff interactions with children.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at written documentation, including a sample of policies and procedures, risk assessments and staff training records.
- The inspector spoke to children, parents and staff, and took their views into consideration.
- The inspector carried out a joint observation with the manager.

### Inspector

Amanda Perkin

## Inspection findings

### Effectiveness of the leadership and management is good

The well-qualified and enthusiastic staff team works effectively together to plan an interesting and motivating curriculum to promote children's good progress. Since registration, managers have worked with staff, children and parents to review the pre-school's practice. Accurate self-evaluation and action plans help the pre-school to improve practice well. Groups of children are monitored to identify strengths and any gaps in teaching or learning. Additional funding has been used successfully to enhance outcomes for children. The arrangements for safeguarding are effective. Staff attend continuous training related to child protection to maintain their knowledge about how to keep children safe. They have a secure understanding of the procedures to follow if they are concerned about a child. Secure recruitment, induction and support procedures are in place. This helps to ensure that staff are suitable to work with children and understand their roles and responsibilities.

### Quality of teaching, learning and assessment is good

Staff conduct regular observations of children as they play to help them accurately assess their progress. They use the information gained to plan for children's next steps and to help close gaps in learning successfully. Children receive good support and opportunities to develop their creative and imaginative skills. For example, children enjoy mixing paints to make their handprint pictures. Staff support children's language skills well. For example, they listen to children carefully, give them time to think and respond, and teach them new words. Children have good opportunities to learn about and use their senses. For example, children explore textures and smells as they make their orange-scented play dough and try interesting foods, such as oranges. Staff motivate younger children well with lots of praise and encouragement.

### Personal development, behaviour and welfare are good

Partnerships with parents are good. Staff gather information about children from parents when they begin to attend, to help to effectively meet children's care needs. Staff develop good and trusting relationships with children. Children settle in quickly in the clean and welcoming environment. Kind, caring and well-organised staff quickly put young children at ease. Children are happy and confident. Staff introduce visual timetables to help children feel more reassured about what will happen next. Children learn about the importance of healthy lifestyles. For example, they follow well-established hygiene routines, eat healthy snacks and enjoy fresh air and physical exercise every day.

### Outcomes for children are good

All children make good progress in relation to their individual starting points. This includes children who have special educational needs and/or disabilities and those who speak English as an additional language. Activities offered prepare children very well for school and the next stage in their learning. Children are proud of their achievements. Older children learn to count, write their names and learn the sounds that letters make.

## Setting details

<b>Unique reference number</b>	EY486119
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	1009927
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Ducklings Limited
<b>Registered person unique reference number</b>	RP910109
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07519849762

Ducklings Preschool Limited registered in 2015 and operates from a community centre building. The setting is open Monday to Friday from 9.15am until 2.30pm, 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 pre-school employs five staff, four of whom hold relevant qualifications.

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