

# Ducklings

Emerson Valley Hall, Roeburn Crescent, Milton Keynes, Buckinghamshire, MK4 2DF



<b>Inspection date</b>	30 January 2018
Previous inspection date	5 July 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Staff confidently use effective teaching methods. They offer children a stimulating variety of play opportunities that captures their attention and supports them in making good progress.
- The manager efficiently monitors children's progress and quickly addresses any weaker areas. Staff now offer further support to children to prepare them for school. They offer additional opportunities that engage children and encourage them to concentrate for longer.
- Sensitive interaction from staff supports children in understanding their feelings and learning to manage their behaviour. Children treat one another with kindness and respect. They happily share the resources and invite others to join in their play.
- Parents report that they value the good partnerships that staff build with them. For example, they appreciate the good communication and the information about activity planning that enables them to build on what children have been learning.
- Staff complete further training and put their new knowledge into practice. For example, they now offer children further opportunities that support them in developing their language skills.

### It is not yet outstanding because:

- Staff do not consistently extend the opportunities to support children in fully developing their skills in solving problems as they encounter them.
- Staff do not always offer as many outdoor learning opportunities, to fully extend the development of children who prefer to learn in this environment.

## What the setting needs to do to improve further

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

- extend the opportunities for children to develop their skills in solving the problems they encounter during their play and discussions
- enhance the use of outdoor areas to offer children who prefer to learn outside further play and learning opportunities.

### 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 talked with staff and children at appropriate times throughout the inspection. She completed a joint observation with the pre-school manager.
- The inspector held meetings with the pre-school manager and the company's human resources manager. She looked at relevant documentation, discussed the pre-school's self-evaluation and saw evidence of the suitability of staff.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Kelly-Anne Eyre

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff complete training to maintain their knowledge. They fully understand possible threats to children's welfare and know how to report any concerns. The manager reviews risk assessments to ensure that all resources and equipment are in good order and that children are safe at all times. This includes ensuring that daily procedures, such as nappy changing, have regard to children's welfare and safety. The manager uses her qualification well to offer staff effective supervision that supports them in developing their practice. She works with each key person to build her understanding of children's needs and so makes good use of additional funding to support children's development. The manager's thorough ongoing evaluation supports her in continuing to develop the pre-school. She builds good partnerships with other childcare providers, enabling them to work together to promote children's development.

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

Staff use children's interests as a way of building on their learning. Children interested in dinosaurs extend their creativity and knowledge as they act out scenarios with the toy dinosaurs and look at associated books. Children enjoy opportunities that support their early reading skills. During group story time they become absorbed in the story, eagerly joining in with the refrain and remembering what happens next. Staff make good use of national initiatives to aid children's development. For example, children develop their imagination and writing skills as they participate in a poetry competition. Staff support children in developing their understanding of mathematical language and concepts. For example, children copy the language they hear and use this in their play. They talk about the size and position of wooden blocks as they play with these.

### Personal development, behaviour and welfare are good

Staff use the key-person system well and obtain clear information from parents about children's needs. Children settle well, quickly building secure bonds with their key person and other staff. Children participate in discussions that help them to appreciate the importance of healthy eating. Special events, such as a visit from a dental hygienist, help children to learn how good daily hygiene procedures keep their bodies healthy. Physical activities, such as parachute games, support children in developing physical skills and in learning to play safely. Children enjoy reviewing their assessment records, proudly noting their progress. These opportunities help to build children's positive attitudes and confidence.

### Outcomes for children are good

All children make good progress and develop essential skills in readiness for school. Children learn to work together and organise their play. For example, children playing with the hairdressing role-play take turns and show each other how to use the different tools. Children enjoy structured activities, such as reading and playing games, in small groups. These activities particularly aid children who speak English as an additional language and they make good progress in developing their communication skills.

## Setting details

<b>Unique reference number</b>	EY287576
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	1061800
<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>	48
<b>Number of children on roll</b>	56
<b>Name of registered person</b>	Ducklings Limited
<b>Registered person unique reference number</b>	RP910109
<b>Date of previous inspection</b>	5 July 2013
<b>Telephone number</b>	07594 423163

Ducklings registered in 2004. The pre-school employs six members of childcare staff. Of these, one holds an appropriate early years qualification at level 2 and four hold qualifications at level 3 or above. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9am until midday and from midday until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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