

# Lucky Ducks Pre-School

Scremerston First School, Scremerston, Berwick-upon-Tweed, Northumberland,  
TD15 2RB



## Inspection date

Previous inspection date

16 March 2018

13 January 2015

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

- The manager and staff carry out daily risk assessments of the learning environment. This helps them to identify any hazards and ensure children are kept safe.
- Staff regularly practise emergency evacuation procedures with children. For example, they teach them how to evacuate the premises quickly in the event of a fire to help develop their understanding of keeping safe.
- Staff have a good understanding of how children learn and develop. They plan exciting activities that develop children's understanding of the world. For instance, children pretend they have magic carpets to transport them to different places, such as to visit penguins at the North Pole.
- The manager has successfully addressed recommendations made during the last inspection. For example, children confidently make different pattern formations during mathematical activities.
- Children are keen to participate in activities, such as using blue sea sand and making different shapes and patterns with seashells and underwater animals.

### It is not yet outstanding because:

- Occasionally, staff do not give children the sufficient time they need to respond to questions to help promote their thinking skills even further.
- Sometimes, creative opportunities are over-directed by staff. This does not always fully encourage children to explore their own ideas.

## What the setting needs to do to improve further

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

- give children more time to explain their ideas and respond to questions to further enhance and extend their thinking skills
- encourage and extend opportunities for children to explore their own creative ideas during planned activities.

### Inspection activities

- The inspector spoke with parents on the day of the inspection and took account of their views.
- The inspector sampled relevant documentation, including safeguarding policies and procedures, children's learning files and planning documentation.
- The inspector spoke with staff and children at appropriate times throughout the inspection and observed staff's interactions with children.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of staff suitability checks and their qualifications, and sampled relevant policies and procedures.

### Inspector

Amanda Hartigan

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff update their safeguarding and child protection knowledge on a regular basis. They confidently know the signs and symptoms of abuse and know how to report concerns about children to help maintain their welfare. The manager monitors staff practice on a regular basis and encourages them to undertake further training or qualifications to help improve their teaching skills. This further promotes their understanding of how children learn. The manager frequently evaluates the effectiveness of the learning environment to identify areas for improvement. For example, the outdoor play area has been improved to help encourage children's physical skills, such as planting flowers and balancing on wooden log stepping stones. Partnerships with parents are strong. For instance, staff keep parents well informed by regularly sharing their children's learning folders with them. Parents are very appreciative of staff and the care they give to their children.

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

Staff frequently observe, assess and track children's development. This helps them to identify children's next steps in learning. When their achievement is below what is expected, staff ensure extra support is given to help them catch up. For example, organising a gymnastics coach to help promote children's physical and coordination skills to a higher level. This helps all children make good progress, including those who have special educational needs and/or disabilities. Children develop good literacy skills as they attempt to write their names. They learn to link sounds and letters, further enhancing their emerging literacy.

### Personal development, behaviour and welfare are good

Children, parents and visitors receive a warm welcome when they arrive at the pre-school. Close relationships are evident as children excitedly approach their key persons. The well-resourced learning environment is stimulating, and children show a strong sense of belonging as they interact with their friends during their play. Care routines fully support children's individual needs and younger children's dignity is respected during these. This positively enhances their emotional well-being. Children enjoy expressing themselves musically. For instance, they select and skilfully use the musical instruments as they sing nursery rhymes with staff. Staff praise their efforts, which effectively promotes children's self-confidence and self-esteem, during group activities. Children learn how to keep themselves safe. For instance, staff help younger children to use scissors safely.

### Outcomes for children are good

Children display good concentration skills as they persevere with tasks, remaining motivated and interested for extended periods. For example, when making intricate models using the flexible straws. This helps children learn some of the key skills required for the next stages in their learning. Children's behaviour is very good. They kindly share and take turns when playing with toys. They listen well to staff and use good manners.

## Setting details

<b>Unique reference number</b>	301856
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	1090535
<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>	0 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Lucky Ducks
<b>Registered person unique reference number</b>	RP519489
<b>Date of previous inspection</b>	13 January 2015
<b>Telephone number</b>	01289 307 536

Lucky Ducks Pre-School registered in 1996. It is based in a classroom within Scremerston First School in Scremerston, near Berwick, Northumberland. The pre-school employs six members childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday during term time. Sessions are from 8.45am until 3pm. The pre-school provides funded early education for two-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2018

