

Duckpool Pre-School C.I.C

St Mary's R C Primary School, Duckpool Lane, Whickham, Newcastle upon Tyne,
NE16 4HB



Inspection date

Previous inspection date

29 March 2018

1 July 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

- The management team is passionate and enthusiastic about providing high-quality care and education for children. They fully understand the benefits of self-evaluation and devise improvement plans to enable the setting to continually move forward.
- Staff have a good knowledge of their key children and their individual interests. They plan a varied selection of stimulating experiences to precisely meet children's learning needs. This supports all children, including those who have special educational needs and/or disabilities, to make good progress.
- Children confidently access their own resources and equipment. They are very familiar with the daily routine and respond well to visual aids used by staff to reinforce appropriate boundaries.
- Staff establish strong links with the host primary school and share relevant information with teachers. This helps children to be prepared for their future move on to the next stage in their learning.

It is not yet outstanding because:

- Even though staff are involved in supervision meetings and appraisals, the management team has not yet fully developed effective systems to enable staff to reflect on their daily practice.
- Occasionally, some staff members do not consistently challenge children to think for themselves and to express their own ideas when asking questions.

What the setting needs to do to improve further

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

- strengthen performance management systems to enable staff to have more opportunities to be reflective and to share best practice
- build on ways that help staff to ask more purposeful questions and consistently challenge children's thinking skills.

Inspection activities

- The inspector viewed all areas accessed by children, including the outdoor environment and observed play and learning opportunities.
- The inspector carried out a joint observation with the deputy manager and spoke to staff members in the setting.
- The inspector carried out an interview with the management team and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation and improvement plan.
- The inspector took account of the views of children, parents and carers spoken to on the day of inspection.

Inspector

Rachel Enright

Inspection findings

Effectiveness of the leadership and management is good

The management team actively encourages staff to further their professional development. For example, staff have recently attended training to enable them to extend children's communication and language development and support their listening and attention skills. Partnerships with external agencies and other professionals are very good. Staff work closely with them to ensure children's developmental needs are fully met. The arrangements for safeguarding are effective. Staff have a secure understanding of child protection procedures to follow if they have any concerns about children's welfare. There are successful arrangements in place for recruitment and induction to ensure new staff members fully understand their role and responsibilities.

Quality of teaching, learning and assessment is good

Staff provide children with clear explanations and simple guidance during their activities. They support children to use their senses, including touch, smell and taste, to explore and investigate various objects. Staff involve children in discussion, use descriptive language and model vocabulary. This helps to promote children's speaking skills. Staff quickly recognise and close any potential gaps in children's learning and development. The management team implements effective monitoring systems to ensure individual children and groups of children are progressing well. Relationships with parents are positive. Staff support parents to continue their children's learning at home and invite them into the setting to participate in experiences alongside their children.

Personal development, behaviour and welfare are good

A well-established key-person system enables children to form secure attachments and develop strong bonds with staff. Children settle quickly and thoroughly enjoy attending the setting. This makes a good contribution to their emotional well-being. Staff use a calm and consistent approach to effectively manage children's behaviour. Children fully understand the rules and expectations and learn about the importance of teamwork and cooperation. Staff support children to know how to keep themselves safe and healthy. Children have vast opportunities to extend their physical skills and engage in active play.

Outcomes for children are good

All children gain a wide range of skills in readiness for school. They listen well to instructions and share and take turns with their peers. Children develop their technology skills as they easily use the computer and control the mouse. They are fascinated to learn about how and why things work. Children's mathematical and literacy skills are good. For instance, they comfortably recognise different numbers and count out the amount of items needed to match each number. Furthermore, children give meanings to the marks they make and recall parts of the story when looking at books.

Setting details

Unique reference number	EY421767
Local authority	Gateshead
Inspection number	1105233
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	3 - 4
Total number of places	24
Number of children on roll	23
Name of registered person	Duckpool Pre-School C.I.C
Registered person unique reference number	RP530367
Date of previous inspection	1 July 2014
Telephone number	01914881137

Duckpool Pre-School C.I.C registered in 2011. The setting employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3. The setting opens Monday to Friday from 9am until 1pm, during term time only. The setting receives funding for the provision of free early education for three- and four-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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at 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.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

