

# 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

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

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