

Ellesmere Ducklings Pre-School



Ellesmere Pre-School Unit, Ellesmere County Primary School, Elson Road, Ellesmere, Shropshire, SY12 9EU

Inspection date	17 April 2018
Previous inspection date	21 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
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 well-established key-person system ensures children form secure attachments with staff, as a result children are settled, happy and motivated learners.
- The staff use their knowledge of children and how they learn to provide a stimulating, welcoming environment, where children are continuously engaged in play and learning.
- Staff have high expectations of all children and encourage them to be independent from a young age. Children's behaviour is excellent. They develop friendly relationships and mutual respect for each other.
- All staff are reflective practitioners who continuously look to improve learning experiences for children. They have good opportunities for professional development and implement the knowledge they gain, as a result, the quality of teaching is strong.
- Staff are successful in helping children to develop personal social and emotional skills, communication and language and physical development. As a result children are well prepared for the next stages in their learning.

It is not yet outstanding because:

- Although staff track individual children's learning well, they do not consistently track the progress made by different groups of children.
- Staff do not yet make full use of the knowledge parents have about their children's learning at home to contribute to the planning of activities.

What the setting needs to do to improve further

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

- enhance the systems already in place for monitoring children's progress to include different groups of children, so that all children reach the highest level of achievement possible
- make better use of information provided by parents about their children's learning at home, so this can be taken into account when planning activities to extend children's learning even further.

Inspection activities

- The inspector observed children's activities both indoors and outdoors.
- The inspector carried out a joint observation with the deputy manager.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in parent's written comments.
- The inspector spoke with staff, the chair-person of the committee and with children during the inspection.
- The inspector looked at a range of documentation including evidence of the suitability of staff working in the pre-school.

Inspector

Robyn Frost

Inspection findings

Effectiveness of the leadership and management requires improvement

The provider ensures that staff and committee hold a Disclosure and Barring Service check. However, the most recent changes in members of the pre-school committee have not been notified to Ofsted. This has no impact on children's safety as the committee members do not have close or unsupervised contact with children at any time. Safeguarding is effective. Staff have regular access to safeguarding training to keep their knowledge up to date. Staff know the procedures to follow if they have any concerns about the welfare of a child. Leaders implement a successful programme of professional development for staff. This ensures that children's well-being and learning is enhanced by the individual skills, training and knowledge of all staff. The views of parents are sought as part of the ongoing evaluation of the provision. Where children are falling behind, staff are quick to intervene and work with other professionals to implement timely interventions.

Quality of teaching, learning and assessment is good

All staff are enthusiastic, yet sensitive in their approach to supporting children. They follow children's leads and help them to explore the world around them. For example, a child looking out of the window at the rain prompts a discussion about the weather and children's experiences at home. Staff help children to become motivated learners. They provide an enabling environment that reflects children's individual interests. Children display curiosity and high levels of focus. Staff use effective strategies to engage children. They use simple sign language to support all children's understanding and communication. This is particularly effective for children with an identified speech delay.

Personal development, behaviour and welfare are good

Staff have high expectations of all children. They create an environment where children are respected and valued. During group activities children are given time to ask questions and offer comments. Staff extend children's thinking through the use of effective questioning. Children have opportunities to take manageable risks and be independent. They have confidence in their own skills and have a can-do attitude. They make marks on outdoor surfaces using brushes and water, and they balance, run and kick balls in the well-resourced environment. Children benefit greatly from spending time with their key person throughout the session. Staff encourage them to share their thoughts and feelings and to listen to each other. For example, children sit with their key person at snack and mealtimes and talk to each other about their morning in pre-school and their home lives.

Outcomes for children are good

Children are developing key skills to ensure that they are well prepared for their eventual move on to school, when the time comes. Children develop confidence as they make choices about where and what to play with. They are motivated and curious learners and as a result, they are enthusiastic about tasks that are challenging. Children make at least good progress in all areas of their learning.

Setting details

Unique reference number	224090
Local authority	Shropshire
Inspection number	1103249
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 3
Total number of places	24
Number of children on roll	43
Name of registered person	Ellesmere Ducklings Pre-School Committee
Registered person unique reference number	RP907251
Date of previous inspection	21 November 2014
Telephone number	01691 622310

Ellesmere Ducklings Pre-School was registered in 1987. The pre-school employs five members of staff. Of these, all staff hold appropriate early years qualifications at level 2 and above. The setting opens from Monday to Friday during term time. Sessions are from 9am until 3.15pm.

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.

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