

Ducklings Pre-School Ltd



Brookfield School, Brook Lane, Sarisbury Green, SOUTHAMPTON SO31 7DU

Inspection date	18 September 2018
Previous inspection date	16 October 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

The provision is outstanding

- The manager and staff work as an inspiring team. They study hard and pool their new ideas to keep the pre-school moving forward. Children have plenty to talk about and make up wonderfully imaginative games in their new role-play area.
- Staff plan and deliver a diverse and exciting range of activities in the large garden area. For example, children thoroughly enjoying dancing, mastering different ball games, and using vegetables to create different textures and patterns as they paint. Older children practise early writing skills with chalks and see what happens when water is added to the chalk lines and colours.
- Staff have high expectations for children's behaviour and use a wide range of very positive strategies to help children understand how to play kindly together. Staff continue to develop their skills in this area to help every child achieve their potential.
- Assessments of children's progress are accurate and careful monitoring indicates that outcomes for most children are excellent. Where children need more help, this is identified early and acted on swiftly. Children are extremely well prepared for the next stage in their learning.
- Parents praise the staff for the high quality of care they provide and the 'home-from-home' environment their children so greatly enjoy. They also particularly like the new sessions where parents work directly with the pre-school and the local schools.

What the setting needs to do to improve further

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

- check that parents understand planned and ongoing improvements to raise the quality of the provision for their children, so that they can help the process and their children more rapidly.

Inspection activities

- The inspector observed, listened to and talked with children as they played indoors and during their outdoor play.
- The inspector talked with parents and listened to their views about the pre-school provision and their children's progress.
- The inspector looked at children's records, discussed staff's planning and evaluation of activities, and how they exchange information with parents.
- The inspector reviewed records and procedures relating to safeguarding and risk assessment, and discussed a range of other procedures relating to children's welfare with the manager.
- The inspector observed care routines and completed a series of joint observations with the manager. Together they discussed how staff's training had contributed to children's learning and development.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of leadership and management is outstanding

The manager works diligently to provide the highest levels of care possible for each child. For example, she is quick to identify and provide additional support when children need more help. The manager is highly accountable and tries hard to keep parents fully informed. For instance, she consistently reviews children's achievements and evaluates if and how activities and teaching help children to progress. Excellent partnerships with other services help her to secure more specialist guidance promptly to include children with disruptive behaviour or significant medical needs. The manager checks that every member of staff has an exemplary knowledge of child protection concerns and can respond to them rapidly. Safeguarding is effective.

Quality of teaching, learning and assessment is outstanding

Extensive expertise across the staff team enriches all areas of children's learning and development. For example, skilled staff talk with children about their own homes and then very simply challenge them to think about people who are homeless. Children learn that it is important to respect everyone and choose to collect food to share at harvest time. They learn about soup kitchens and make vegetable soup with some of the produce they have grown at the pre-school. The manager is a qualified teacher who actively develops the skills of her staff towards equally high levels. Staff gently challenge children to think, question and discover. Children reflect and improve on their own learning.

Personal development, behaviour and welfare are outstanding

Highly experienced staff quickly develop care plans for children who have special educational needs and/or disabilities. Parents say they feel reassured and their children settle in quickly and safely. Staff train further to meet children's specific medical needs and broaden their skills in helping all children to learn to listen, speak and play fairly. However, on occasion, parents may not understand the depth of planning and evaluation that underpins proposed improvements. For example, parents have not been fully informed about exciting proposals for improving the garden. They know little of how current outdoor activities inspire children's physical and imaginative play.

Outcomes for children are outstanding

Children of all ages make excellent levels of progress in their learning and development. Young children sleep when they need to and awake refreshed and ready to play. Toddlers listen attentively to stories and interact confidently with older friends. Children who have significant medical needs become increasingly independent and are fully included in activities. Children who are learning English as an additional language rapidly catch up with their age group in time for school. High-achieving children explore more-challenging resources, such as clock faces, computer tablets, globes and compasses.

Setting details

Unique reference number	EY425494
Local authority	Hampshire
Inspection number	10063252
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	1 - 4
Total number of places	26
Number of children on roll	27
Name of registered person	Ducklings Pre-School Limited
Registered person unique reference number	RP903549
Date of previous inspection	16 October 2015
Telephone number	07925372539

Ducklings Pre-School Ltd registered in 2010. It operates from a separate building in the grounds of Brookfield Community College in the Locks Heath area of Hampshire. The pre-school is open each weekday from 7.30am to 6pm, for 48 weeks of the year. It receives funding to provide free early years education for children aged two, three and four years. The pre-school employs five staff to work with the children, all of whom hold relevant early years qualifications between level 3 and level 6. The manager holds early years teacher status and another member of staff also holds a degree in education.

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