

Dizzy Ducklings Pre-School

St Richards Church, Mosse Hall, Gossamer Lane, Aldwick, Bognor Regis,
West Sussex PO21 3AT



Inspection date	12 December 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	2
Effectiveness of 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 key-person system works well. Staff help children to form strong and trusting bonds with them and they are settled and happy.
- The manager, who is also the provider, has high expectations for the pre-school and for her staff team. She uses good evaluative systems to help reflect on all areas of the setting and identify areas for improvement and change. Staff, parents and children are valued in sharing their thoughts and views to help in this process.
- All children make good progress, including those with special educational needs and/or disabilities. The manager and the staff are meticulous in how they track all children to ensure they make the very best possible progress and provide additional support where they identify gaps in learning.
- Staff are good role models and help children to manage their own feelings and learn how to play and share with others. Children behave well and show a genuine curiosity and eagerness in their play.
- Children have many opportunities to build on their physical development in the garden areas and on many walks in the community. This also helps children to build on important social skills and begin to recognise the similarities and differences in themselves and others.
- Occasionally, staff do not recognise when to give children more time to answer questions they are asked or help them to consider their own ideas.
- The manager does not place a sharp enough focus on the monitoring of staff practice to continually raise the quality of teaching.

What the setting needs to do to improve further

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

- support staff to notice when children need more time to answer questions they are asked and help them to consider their own ideas
- focus more sharply on the monitoring of staff practice to continually raise the quality of teaching.

Inspection activities

- The inspector took a tour of the pre-school and discussed the manager's use of self-evaluation and the current areas identified for improvement.
- The inspector spoke to the staff and children at appropriate times throughout the inspection. The inspector also spoke to parents and took their views and comments into account.
- The inspector sampled a range of documentation, including suitability checks, staff qualifications, policies and procedures and children's developmental records.
- The inspector discussed the arrangements for safeguarding children at the pre-school, including staff knowledge and reporting procedures.
- The inspector observed the teaching and learning opportunities for children indoors and outdoors and the impact this has on their learning and development. The inspector also carried out a joint observation with the manager.

Inspector

Gwen Andrews

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All staff have a secure knowledge and understanding of how to identify potential signs of abuse and the procedures they would use to report any concerns about the welfare of the children in their care. The manager plans well for the professional development of the staff team. For example, a recent safeguarding course has enabled staff to be highly vigilant in any changes for the protection of children. There are robust recruitment procedures in place to support new staff and also to verify the on-going suitability of those who work directly with the children. Staff share ideas in regular staff meetings and individually planned supervision meetings. Staff retention at the pre-school is very good, which is a testament to the manager and how she values the contributions of each staff member.

Quality of teaching, learning and assessment is good

Staff feel they are part of a strong team. They are enthusiastic and motivated towards their roles and responsibilities. They focus well on their key children to observe their development and precisely plan for future learning. Partnerships with parents and other professionals are strong. Information is shared successfully to support children's progress. Parents are fully involved in helping to set next steps in their child's learning and also in continuing learning at home. Staff help children to be curious and increase their early mathematical skills. For example, as children roll the cars down the drain pipes, they use a measuring tape to see which one went the furthest. Children explore many text books to build on their memory and recall skills. For instance, they learn about nocturnal animals and their habitats.

Personal development, behaviour and welfare are good

Staff are good role models who help children to quickly settle into the pre-school routines. They are attentive, caring and know children well. Children are learning to work well in group situations to learn to share and negotiate with others. For example, they enjoy singing action songs together and listen intently to the instructions from the staff as they wave and flick coloured scarf's around when dancing. Staff help children to learn about the wider world as they play with puppets and musical instruments from different cultures and countries. Children learn about healthy lifestyles and good choices as they help to prepare the snacks and talk about delicious fruits that are good for them.

Outcomes for children are good

Children are engaged and inquisitive learners. They make choices in their play and this helps them to build on their growing interests. Children receive constant praise for their efforts, helping them to build on their self-esteem and confidence in their own abilities. They develop their small-physical skills, for example, as they make patterns on bubble wrap with coloured paints and excitedly listen to the popping sound it makes. Children develop the necessary skills and determined attitudes to support the next stages in their learning and their eventual move to school.

Setting details

Unique reference number	EY539794
Local authority	West Sussex
Inspection number	10079217
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	30
Number of children on roll	32
Name of registered person	Dizzy Ducklings Limited
Registered person unique reference number	RP531770
Date of previous inspection	Not applicable
Telephone number	07443 507002

Dizzy Ducklings pre-school registered in 2013 and is located in Bognor Regis, West Sussex. The pre-school operates term time only from 9.15am to 2.15pm. There are six members of staff. Of these, one staff member has qualified teaching status and three staff members have level 3 early years qualifications. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old-children.

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