

Hunsdon Ducklings

The Porta Cabin, Hunsdon JMI School, Hunsdon, Hertfordshire SG12 8NT



Inspection date	4 February 2019
Previous inspection date	9 March 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	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 committee, manager and staff are dedicated to offering a high-quality provision for children. Staff work very well as a team to meet children's individual care and learning needs. They provide a welcoming and supportive environment for children and their families.
- The quality of teaching is good. Staff plan activities that children enjoy taking part in. The wide range of activities interest, motivate and challenge them. Therefore, all children make good progress in their learning.
- Staff are kind, caring and respond positively to children. Children demonstrate that they are happy, confident learners. Staff are sensitive to children's individual needs, making sure they feel safe and secure and have a positive experience when they separate from their parents.
- Children's communication and language skills are supported well. For example, staff sing songs and read books with the children. They talk to children and encourage them in conversation, helping them to become confident talkers. They enjoy discussing the weather each day and singing the 'days of the week' song.
- Staff establish close partnerships with parents, who are well informed about their children's care and learning. Parents speak positively about the nursery and say their children are happy and enjoy their time there.
- Supervision is not consistently provided on a regular basis for all members of staff.
- Staff do not make the most of opportunities to help children do things for themselves and support their independence further.

What the setting needs to do to improve further

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

- review supervision arrangements so that meetings are completed in a timely manner
- provide further opportunities for children to fully develop their independence.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager and viewed a sample of the children's development records.
- The inspector held discussions with the manager, staff and children.
- The inspector reviewed evidence of the suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector

Jacqui Oliver

Inspection findings

Effectiveness of leadership and management is good

The manager and staff create a welcoming and happy atmosphere at the pre-school. Staff have formed strong partnerships with professionals from external agencies, which support children's development well. Safeguarding is effective. The manager and staff have a good understanding of safeguarding and child protection procedures. They know who to contact should they have concerns about a child's welfare. Robust recruitment and induction procedures are implemented and help to ensure that staff are suitable. Self-evaluation is used effectively to identify priorities for improvement to the provision. The excellent links with the host school ensure children are emotionally well supported when they move on to school.

Quality of teaching, learning and assessment is good

Staff know the children well and can talk confidently about their interests and where they are in their learning. They use their observations of children very effectively to assess their ongoing progress. Children have many opportunities to develop their mathematical skills. For example, they counted the number of children present, and weighed the ingredients in cooking activities. Children demonstrate a good understanding of space and shape and they independently complete puzzles. Children gain respect for other people's traditions from around the world. They learnt about Chinese New Year and happily took part in a dragon dance, and used musical instruments to make different sounds and rhythms.

Personal development, behaviour and welfare are good

Children are warmly welcomed into a fun, well-resourced pre-school where they can safely explore, both inside and outside. Staff act as good role models and are calm, patient and kind. They show respect and thank children for their contributions at group times. Staff give children a 'high five' to celebrate their achievements. This helps to raise children's self-esteem and confidence, and promotes positive behaviour. Staff give a high priority to ensuring children learn about the importance of safe and healthy lifestyles. Children eat nutritious snacks and follow good hygiene routines. They thoroughly enjoy the weekly sports sessions. Staff use stories that include what they should do if they are lost, and how to enjoy fireworks safely. These help children's understanding of how to keep themselves safe. They learn about road safety on their walks to the park and village shop.

Outcomes for children are good

All children, including those for whom the setting receives additional funding, make good progress from their starting points. They enjoy a wide range of role-play activities to capture and develop their imagination, such as using chopsticks in the 'Chinese restaurant'. Children make friends and enjoy their play together. They are encouraged to enjoy books and they become very involved at story time. Staff continually reinforce their understanding of letters and sounds. Children enjoy their time at the pre-school and are developing key skills ready for their future learning and school.

Setting details

Unique reference number	127950
Local authority	Hertfordshire
Inspection number	10063658
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	16
Number of children on roll	23
Name of registered person	The Hunsdon Ducklings Pre-School Committee
Registered person unique reference number	RP523788
Date of previous inspection	9 March 2016
Telephone number	01279 841044

Hunsdon Ducklings registered in 1995. The pre-school employs eight members of childcare staff. Of these, one holds a foundation degree, and two hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during the school term times. Morning sessions are from 9am to midday, a lunch club is offered from midday to 1pm, and afternoon sessions are from 1pm to 3pm. The pre-school also offers a breakfast and after-school club. It provides funded early education for two-, three- and four-year-old children.

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