

Ducklings At Great Linford

Memorial Hall, Milton Keynes MK14 5AX



Inspection date

11 February 2019

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 manager leads the pre-school well. She introduces new concepts and teaching approaches. By keeping parents fully aware, she helps families to join in with activity planning and providing resources for children. This bridges the gap between the pre-school and home, and children experience good continuity.
- Children lead their play. Carefully chosen resources peak children's curiosity and interest. Staff guide their learning well, stepping back to allow children to use their own ideas to solve problems.
- Children have big ideas and think creatively. In the garden, they mix woodchips, earth and sand to make a mixture for building. They busily dig and move the mixture, enjoying getting dirty as they explore the natural environment.
- Good opportunities and teaching help to promote children's sense of identity. Staff and children look at photograph books of themselves and their families. They talk about the people who are important to them and recognise the things that make them unique, and the same as others.
- All children, including those with special educational needs and/or disabilities (SEND), make good progress in their learning and development. Any gaps in their learning are starting to close as staff put effective support in place to focus on any weaker areas.
- Although staff complete training, they do not follow a diverse programme of professional development that provides them with meaningful learning to enable them to build on the good quality of their teaching.
- Staff manage snack times well, promoting strict hygiene routines when children eat. However, when children eat the fruit and vegetables in the role-play area, staff do not apply the same very high standards. This means that children do not have consistent messages about promoting their good health.

What the setting needs to do to improve further

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

- broaden the programme of professional development to motivate staff to increase the good quality of their teaching even further
- provide consistent teaching so children have a clearer understanding about ways to keep themselves healthy at all times when eating.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning. She talked to staff and children at suitable times throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and provider. She looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Hayley Marshall-Gowen

Inspection findings

Effectiveness of leadership and management is good

The manager is leading positive change. She has made multiple improvements at the pre-school using well-informed evaluations of the provision. Safeguarding is effective. Staff are fully aware of their roles and responsibilities to protect children from harm. They undertake essential training to update their awareness of the signs and symptoms that indicate a child is at risk of harm. There are clear lines of responsibility for reporting any concerns about children's welfare to the Local Safeguarding Children Board. Supervision for staff is encouraging and supportive. The manager uses different ways, including peer observations and individual discussions, to identify staff's strengths. Staff work successfully with other professionals. They act swiftly to ensure children with SEND have the right support they need to enable them to reach their full potential.

Quality of teaching, learning and assessment is good

Children practise their writing skills in multiple ways. They write lists in the home corner and draw pictures on easels in the outdoor area. Children use cutters to make shapes in paper and use scissors and tools. These activities contribute towards children's good physical skills as they gain strength in the muscles in their fingers. Staff make accurate observations of children's progress. They identify when children's learning does not meet expectations and take decisive action to support them. Staff know children well. All children, including those with SEND, make good progress from their initial starting points. Staff pay close attention to supporting children's communication and language skills. When children learn English as an additional language, they focus on repeating words to children and naming items to boost their understanding. Children who experience a delay in their speech have good support from staff who understand how to help them to use gestures and facial expressions to communicate their needs.

Personal development, behaviour and welfare are good

Children behave well. Staff quickly put plans in place if children's behaviour does not meet expectations, and they are firm but caring. Staff are good role models for children. They support children to settle quickly. If children are anxious when they arrive, staff get down to their level, talking to them gently and holding their hand. This distracts children quickly and they join in with play. Staff ensure that children have opportunities to explore risk and challenge. They manage this well, ensuring that children are safe, while having freedom to test out their developing independence.

Outcomes for children are good

Children are confident and self-assured. They move around the pre-school with a sense of purpose. Children sustain their interest and concentration as they play with activities that ignite their imagination. Children learn about technology, knowing that they can program the compact disc player to play music they want to listen to. They show their appreciation as they smile broadly and sing along. Children develop skills they need for moving on in their learning and starting school.

Setting details

Unique reference number	EY542247
Local authority	Milton Keynes
Inspection number	10089854
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	32
Number of children on roll	24
Name of registered person	Ducklings Limited
Registered person unique reference number	RP910109
Date of previous inspection	Not applicable
Telephone number	01616530124

Ducklings at Great Linford registered in 2016. The pre-school operates from the Memorial Hall in Great Linford. The pre-school is open Monday to Thursday, term time only. Sessions are from 9am until midday and from midday to 3pm. On Tuesdays, the pre-school closes at midday. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with SEND.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

