

# Ugley Duckling Pre-School

Alsa Lodge, Alsa Street, Stansted, Essex CM24 8SX



## Inspection date

6 March 2019

Previous inspection date

22 October 2015

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 indoor and outdoor environments are interesting and stimulating for children. Children demonstrate high levels of involvement and sustained interest in a range of activities. They are confident and motivated learners and make good progress in their learning.
- Children form strong bonds and attachments with staff and their peers. Staff support their personal, social and emotional development with effective praise and encouragement.
- Staff forge good partnerships with parents and carers. They provide them with detailed information about their children's progress. Staff actively encourage parents to extend their children's learning at home.
- Older children are well prepared for their move on to school. They talk confidently and develop good social skills during mealtimes.
- Staff use effective strategies to help children to make good progress in their levels of understanding. Small-group activities encourage older children to develop their listening and attention skills.
- The manager's monitoring of the progress that individual and groups of children are making is not sharply focused enough to secure the best possible outcomes for all children.
- Staff sometimes miss opportunities to support children's thinking skills at the highest level.

## What the setting needs to do to improve further

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

- strengthen the monitoring of progress that individual and groups of children are making, to secure the best possible learning outcomes for all children
- provide children with further opportunities to think about why things happen and to solve problems for themselves.

### Inspection activities

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

#### Inspector

Clair Stockings

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. All staff have completed child protection training and are aware of the signs and symptoms of abuse. They feel confident to report any concerns they may have regarding children's welfare. Staff carry out robust risk assessments and daily checks of the premises, promoting children's safety effectively. The manager regularly evaluates the pre-school, identifying areas for improvement. She actively seeks the views of her team, parents, children and other professionals to help inform improvement plans. Partnerships with parents are a key strength. Staff form strong bonds with parents and encourage them to share in their children's learning. Parents comment on the high quality of care that their children receive.

### Quality of teaching, learning and assessment is good

Staff observe and monitor children's progress to help them identify how to plan for their next steps in learning. Staff place a strong focus on the support of children's communication and language skills. They join in with children's play and engage in meaningful conversations with them. Children are happy, self-assured and confident learners who enjoy their time at this welcoming pre-school. Staff provide children with a wide range of opportunities to explore making marks and practise their early writing skills. For instance, children enjoy writing their names using whiteboards and marker pens. Staff support children to confidently explore the wide variety of opportunities outdoors that support development across all areas of learning. For example, children develop their understanding of the world around them as they help to plant bulbs and seeds and look after the vegetables as they grow.

### Personal development, behaviour and welfare are good

Effective settling-in sessions help children to feel safe and emotionally secure. Children form strong relationships with staff and build secure friendships with their peers. Children are able to follow routines well. They know about handwashing before meals and are as independent as possible, appropriate to their age and stage of development. Staff promote children's independence well. They provide opportunities for children to select resources to support their interests. Children behave well. Staff remind children about positive behaviour, including being kind, sharing and taking turns. They give them gentle reminders to use good manners. Children have plenty of opportunities to experience fresh air and enjoy physical exercise outdoors.

### Outcomes for children are good

All children achieve well and make good progress from their starting points. Children enjoy whole-group activities. They enthusiastically join in with familiar action rhymes during singing sessions. Children are able to recognise numbers and quantities, and they understand simple addition and subtraction concepts. Children develop confidence and high levels of self-esteem. They develop good listening, speaking and social skills and communicate well with each other, staff and visitors. They acquire the skills and attitudes that promote future learning.

## Setting details

<b>Unique reference number</b>	204110
<b>Local authority</b>	Essex
<b>Inspection number</b>	10062909
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	45
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Dawson, Caroline Anne
<b>Registered person unique reference number</b>	RP512609
<b>Date of previous inspection</b>	22 October 2015
<b>Telephone number</b>	01279 812621

Ugley Duckling Pre-School registered in 2009. The pre-school employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and one holds qualified teacher status. The pre-school opens during term time from 8.30am until 3pm, Monday to Thursday, and from 8.30am until 1pm on Friday.

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