

Little Ducklings Creche

North East Windhill Community Association, Church Street, Shipley,
Bradford BD18 2NR



Inspection date	22 March 2019
Previous inspection date	26 September 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 closely monitors and analyses children's progress. Consequently, there is swift action and high levels of support are available where this is identified as less than expected. This includes through effective partnership working with other professionals, pertinent training for staff and wide-ranging initiatives and early intervention programmes.
- Children make good progress in relation to their starting points for learning and are developing skills for future learning. Staff's enthusiasm and effective interaction enhance children's enjoyment and build on their learning well.
- Staff stringently monitor access to the creche. They identify, minimise or manage potential hazards within the indoor and outdoor environment to keep children safe.
- The provider, manager and staff have a strong commitment and drive to improve. This is reflected in extensive self-evaluation that includes the views of children and parents. This clearly contributes to the good progress made since the last inspection.
- Children form secure emotional attachments to staff. They have good levels of confidence and self-esteem and build early friendships as they play amicably with one another. Children readily make choices while moving freely between inside and outdoors.
- Staff have established excellent partnerships with parents. There is outstanding information sharing and involvement of parents in the life of the creche and in their children's care and learning.
- Staff do not optimise children's opportunities to develop self-care skills and independence during some daily care routines, such as lunch. For example, staff do not provide appropriate utensils to encourage children to cut up their own food and to prevent them from eating with their fingers.
- Where children have a preference for outdoors, especially boys, staff do not always maximise opportunities to support their early mathematical and literacy skills.

What the setting needs to do to improve further

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

- provide greater opportunities for children to develop self-care skills and independence during daily care routines, such as mealtimes
- enhance children's opportunities to develop early literacy and mathematical skills where they have a preference for outdoor learning, especially boys.

Inspection activities

- The inspector observed the quality of teaching indoors and outdoors, and assessed the impact of this on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at various documents, including those related to the suitability and qualifications of staff, and sampled children's records of learning.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector
Rachel Ayo

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager reinforces staff's secure knowledge of child protection issues, for instance through training and safeguarding quizzes. Staff provide workshops for parents about e-safety, which helps them to keep their children protected. Staff strike a good balance between supervising children and allowing them to take managed risks. The manager continually reviews and updates the detailed quality improvement plan. For example, she has recently introduced video observations to strengthen the already good performance management of staff. Parents and children share their views and these are displayed. For example, parents receive regular questionnaires, complete the 'question of the week' and fill in 'wish fish' slips with their children. Staff have also formed a 'children's council' and a parent steering group.

Quality of teaching, learning and assessment is good

Staff's qualifications and continued professional development have a positive impact on teaching and learning. For example, staff, including the manager, are well supported in gaining qualifications at a higher level. Staff continually observe, assess and plan for children's future learning needs and interests, including those shared by parents. Clear action plans support children at risk of underachieving. For example, there are letters and sounds programmes, further staff training, individually tailored play packs and one-to-one support. Parents attend regular progress meetings. Staff provide information about each term's focus and how parents can support this at home. This includes through resources, such as story bags and the library facility. Staff motivate children and ignite their thinking skills as they continually play alongside them.

Personal development, behaviour and welfare are good

Staff have introduced home visits to strengthen the key-person system and the settling-in process. There is a strong emphasis on supporting children's key foundations for their future learning. As part of this, staff implement varied initiatives and activities that support children's speech and language and physical well-being. Parents are actively involved, including through resource boxes and workshops, such as those related to reading to children, healthy lifestyles, toilet training and sleep routines. Food poverty is also tackled through community projects and children have healthy freshly prepared meals and snacks which they serve themselves. Children respond well to staff's requests, such as helping to tidy up. Staff use engaging interactive displays, involving parents, to promote positive behaviour.

Outcomes for children are good

Children, including those with special educational needs and those in receipt of additional funding, progress well. They are keen and inquisitive learners who focus and engage well as they play. Children actively explore and investigate. They delight in expressing their ideas through a variety of media and materials. For example, younger children delight in creating a pizza using dough. Children use soil, herbs, water and grass while playing imaginatively in the mud kitchen. Older children explain they are mixing the ingredients to make a turnip curry.

Setting details

Unique reference number	EY464452
Local authority	Bradford
Inspection number	10086647
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	20
Number of children on roll	33
Name of registered person	North East Windhill Community Association
Registered person unique reference number	RP521222
Date of previous inspection	26 September 2018
Telephone number	01274588831

Little Ducklings Creche registered in 2013. There are nine members of staff employed. Of these, five hold appropriate early years qualifications at level 3, one holds level 4 and one holds level 5. The creche opens Monday to Friday, from 8.30am until 3.30pm, during term time only. The creche provides funded early education for two-, three- and four-year-old children.

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