

Ducklings Pre-School

Caterham Valley Chapel, 84 Croydon Road, Caterham, Surrey CR3 6QD



Inspection date	24 April 2019
Previous inspection date	2 February 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

- Staff provide very good one-to-one support for children with special educational needs and/or disabilities (SEND). They make very good use of signing to help develop children's communication skills.
- There is a strong focus on ensuring that staff's safeguarding knowledge is up to date. The managers regularly review staff's understanding of a range of safeguarding matters, which helps to promote children's welfare.
- The majority of the time, children's behaviour is very good. They share well, take turns and willingly help each other to complete tasks. However, at times in the afternoon, some children do not manage disputes well and run around indoors chasing each other. Some staff do not recognise their need to channel children's energy more appropriately or step in to address this promptly.
- Staff know children well. They make effective use of what they know about individual children to plan for what the children need to learn next. Staff make good use of additional funding to help all groups of children achieve well. For example, they purchase information and story books from children's home countries to help develop children's sense of personal identity.
- Staff's planning for children's outdoor play and learning is not fully developed to enable children to consistently build on their skills, especially for those who prefer to learn outdoors.
- Staff help children to celebrate family events and show interest in the significant people in each child's life. For example, they create photograph books for each child, containing pictures of their family, which children can access at any time in the reading area.

What the setting needs to do to improve further

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

- continue to develop staff's understanding of how to manage children's behaviour, recognise when children need to channel their energy more appropriately and address this promptly
- enhance activities and experiences outdoors, to challenge and extend the learning of children who prefer to play outside.

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 held a meeting with the manager. She sampled various documents, including evidence of the suitability of adults working in the setting and discussed how early years pupil premium funding is used to support children's progress.
- The inspector spoke to parents and took account of their views.
- The inspector completed a joint observation of an activity with the deputy manager.
- The inspector spoke with the staff and children at appropriate times during the inspection.

Inspector

Nicky Hill

Inspection findings

Effectiveness of leadership and management is good

Staff take care to routinely check that children play in a clean and safe environment. Safeguarding is effective. Staff demonstrate a good awareness of safeguarding and wider child protection issues. They are secure in their knowledge of how to identify and report concerns to protect children from harm. The managers implement robust procedures to ensure the ongoing suitability of staff. They discuss children's progress with staff and evaluate and improve the quality of teaching by supporting staff to undertake regular training. The staff team share ideas and contribute well to future developments through, for example regular staff meetings. Staff have developed strong and trusting relationships with parents. Parents are very positive about the care and concern staff show towards their children. They comment that they are well informed about the progress their children make.

Quality of teaching, learning and assessment is good

Staff provide a variety of interesting and stimulating activities to meet individual children's learning needs. For example, they provide space for children to construct with large blocks, lots of opportunities for children to draw and make models of their own design and a peaceful, quiet space for children to sit and read. Staff position themselves well around the hall, engaging with children in their activities and offering support and challenge. They observe children and assess their individual progress, to help close any gaps in their learning. Staff support children's communication and language development effectively, especially children with SEND. They get down to the children's level, make eye contact and use sign language very naturally. Staff use mathematical language well and share different stories, songs and rhymes throughout the day.

Personal development, behaviour and welfare are good

Staff are enthusiastic about their work. They warmly greet children as they arrive, which helps them to feel settled. Children are, generally, well behaved and staff provide activities to help them learn about working in a group and taking turns. For example, during an activity about 'The Very Hungry Caterpillar', children patiently wait their turn to find different counters to 'feed' the caterpillar. Children benefit from regular trips and outings that allow them to explore the surrounding area and learn more about the world around them. For example, they go on bug hunts, go on sponsored walks to raise money for charity and make pizzas in local restaurants. Children have regular opportunities to play outside in the fresh air and learn about healthy eating.

Outcomes for children are good

All children progress well from their individual starting points. They are learning the key skills they need for the next stage in their learning and eventual move to school. Staff provide children with good opportunities to practise their early writing skills. For example, they write their own name cards to self-register on arrival. Children also learn good mathematical skills as they compare, sort and weigh objects. They clearly have fun at the pre-school and genuinely enjoy the warm interactions with staff.

Setting details

Unique reference number	EY337165
Local authority	Surrey
Inspection number	10073706
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	32
Number of children on roll	37
Name of registered person	Miss Joanne Anderson and Mrs Deborah Hickson Partnership
Registered person unique reference number	RP525928
Date of previous inspection	2 February 2016
Telephone number	07522915829

Ducklings Pre-School registered in 2005 and is located in Caterham, Surrey. The pre-school is open from 9.15am to 12.15pm, Monday to Friday during term time only. It is open for an extra hour for lunch until 1.15pm on Mondays, Wednesdays and Thursdays. There are 11 members of staff who work with the children. Of these, eight hold relevant early years qualifications at level 3 or above. The pre-school receives funding to provide free early education for two-, three- and four-year-old children.

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