

# Ducklings Pre-School

Wimborne Crescent, Westcroft, Milton Keynes, Buckinghamshire MK4 4DB



<b>Inspection date</b>	8 July 2019
Previous inspection date	8 July 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The programme for professional development is targeted to increase staff's knowledge to best support children. For example, staff attend communication and language training sessions along with parents to share a consistent approach for supporting children.
- Using analysis, the manager identifies and targets specific areas of teaching. This supports staff in delivering a comprehensive and wide range of experiences that support children's rapid progress in all areas of learning.
- Staff are vigilant in supervising children, while giving them the confidence to identify and manage risks for themselves. In the garden, children make benches out of wooden planks and blocks and recognise how to make these stable enough to walk across.
- Some older children's rates of progress by far exceed expectations for their age. Staff are alert to this and provide extension activities to maintain the highest levels challenge for children.
- Children take part in superbly delivered foreign language lessons that engage them and capture their imagination. Children are so confident in their abilities that they are beginning to ask and answer questions in Spanish.
- Staff's skilful teaching and extensive resources about the natural environment spark children's inquisitive nature. Children examine empty bird's nests, looking at what the nest is made from. They talk with excitement about watching caterpillars grow into butterflies and seeing them fly away.
- Highly sensitive relationships with families help to support children and manage times of change for them extremely well. As a result, parents view the pre-school staff as welcoming and part of their extended family.

## What the setting needs to do to improve further

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

- expand even further on the information gathered from parents to continue to enrich teaching experiences about children's different cultures and experiences.

### 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 completed a joint observation with the manager.
- The inspector held a meeting with the manager and area manager. She looked at relevant documentation, including evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector spoke to children and staff at suitable times throughout the inspection.

#### Inspector

Hayley Marshall-Gowen

## Inspection findings

### Effectiveness of leadership and management is outstanding

There is a highly reflective and supportive programme of supervision for staff. Staff have specific targets to enable them to continually increase the high quality of their teaching. The pre-school has a new electronic system for gathering information about children's learning. This now enables the area manager and pre-school manager to precisely review the progress of different groups of children. Staff undertake extensive training to enable them to fully understand their role in keeping children safe. The managers complete audits to review the effectiveness of safeguarding practice at the pre-school. Each member of staff is aware of their responsibility to identify and report any concerns about children's welfare. Arrangements for safeguarding are effective.

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

Staff know children extremely well and make highly accurate assessments of their learning. They understand the value of introducing children to books and reading. Regular trips to the neighbouring library spark children's love of fiction and non-fiction books. Older children learn about phonics, using their skills as they start to write their names and simple words. Staff provide opportunities for children to get to know their local community. They establish close links with the local supermarket where children visit to find out about different foods that people eat. Children are fascinated by looking at seafood, including an octopus, that they handle to explore its texture.

### Personal development, behaviour and welfare are outstanding

Staff support children to be highly confident, able and social individuals. They plan small-group activities to promote sharing and turn taking. Swift and effective behaviour management plans help staff to support children to play together extremely well. Parents praise the key persons who look after their children and discuss how children form extremely close bonds with them. Staff go the extra mile to support children, sometimes attending children's homes to help to get to know them and offer further support. Staff are reviewing the information they gather from parents to enrich their teaching about the differences and similarities between children even further. Children talk about experiences that might cause them strong feelings. For example, they explain how police officers can help them if they become lost when out shopping with their parents. Staff place high importance on supporting children's mental and physical good health.

### Outcomes for children are outstanding

Children make rapid progress. Swift intervention and targeted teaching enable children with special educational needs to close any gaps in their learning quickly. Children are curious, interested and excited by their learning. Children's communication and language skills develop rapidly and they use a vast range of new words that hear each day. Children are exceptionally well prepared for school. They are confident in using mathematics in their play and display high levels of concentration, determination and interest as they thrive in the pre-school.

## Setting details

<b>Unique reference number</b>	EY285200
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	10108575
<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>	40
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Ducklings Limited
<b>Registered person unique reference number</b>	RP910109
<b>Date of previous inspection</b>	8 July 2013
<b>Telephone number</b>	01908 520563

Ducklings Pre-School registered in 2004 and is located in a community centre in Westcroft. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 and above. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until midday, and midday until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports a number of children who speak English as an additional language and those with special educational needs and/or disabilities.

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