

Inspection of Little Ducklings Preschool

School Hill, Reedham, NORWICH NR13 3TJ

Inspection date: 23 September 2019

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

The manager, who is also the owner and the lead practitioner for safeguarding children, does not demonstrate her understanding of the pre-school's safeguarding policies and procedures. She does not take appropriate action when concerns are raised about children's welfare. Staff do not follow the correct procedures to record their concerns. These weaknesses potentially place children at significant risk of harm.

While children are happy and settled in the pre-school, some activities are not well planned to secure children's sustained engagement. Children make spiders out of play dough and use straws for their legs. Staff encourage them to count the legs, but there are no other resources available for children to be able to take their interests further. Consequently, children are not motivated to learn. However, they show higher levels of interest when staff engage more effectively with them. Staff sit with children as they explore a varied range of books. They adapt their teaching to children's needs. Older children point to familiar letters whereas younger children name familiar objects.

Children behave well and are kind to their friends. Older children are happy to share resources, without needing adult support. Staff use appropriate strategies to encourage younger children to learn how to share successfully.

What does the early years setting do well and what does it need to do better?

- The manager fails to follow the pre-school's procedures to keep children safe. She does not take action when concerns are raised about children's welfare. Staff record some information about their concerns. However, this is not detailed. The manager does not consider that more information may be required to assess the impact on children's welfare. On inspection, she was unable to find recent safeguarding records in a speedy manner. The manager is not able to respond to concerns about children's welfare quickly or decisively.
- The manager does not have an up-to-date knowledge of issues that could have an impact on children's welfare. She has a limited understanding of current safeguarding issues that occur beyond the pre-school and in the wider world. She is unable to train her staff effectively to understand the procedures they must follow, for example, if children have unexplained injuries.
- The quality of teaching is variable. The manager does not have an effective performance management system in place. She does not closely monitor staff's interactions with children, the effectiveness of their activity planning or their workload. She does not support staff to raise the quality of their teaching. However, staff members are supportive of each other.
- Staff do not always engage children in purposeful learning opportunities. At

group time, children are distracted and do not concentrate. They do not join in a singing activity and prefer to roll on the floor. However, they engage better when staff encourage them to talk about their feelings and emotions. Children have many opportunities for practising their early writing skills. Staff notice children's interest in cars and encourage them to draw a road map to use with the cars. Younger children practise their physical skills and draw lines and circles.

- Staff do not complete the required progress check for all children who attend the pre-school when they are between the ages of two and three years. Where staff do complete the check, it identifies where children are at risk of delay. Staff put plans in place to support children's continued development. However, a check is not completed for all children or shared with their parents. There is a risk that staff do not identify where all children are at risk of delay. They do not keep parents fully informed about their children's progress.
- Children have secure attachments to staff and regularly engage in conversations with them. Children are confident to express their choices. Staff respect children's choices, for example, if they do not want to join in an activity and prefer to do something else. Children are familiar with routines. They independently clear away their plates after snack. They find their coats and shoes and get themselves ready to go outside.
- Staff communicate regularly with parents and share information with them about their children's day. Staff quickly get to know the children who are new to the pre-school and successfully settle them in.

Safeguarding

The arrangements for safeguarding are not effective.

The manager does not create a culture of safeguarding in the pre-school or prioritise children's welfare. The procedures in place to report and act on concerns about children's welfare are weak. The manager and staff can identify some signs that a child may be at risk of harm and what they would do. However, procedures are not rigorously followed. The manager does not act decisively where concerns are raised about children. She does not ensure robust record-keeping is in place. The manager's failure to ensure safeguarding procedures are followed potentially places children at significant risk of harm.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date

ensure safeguarding policies and procedures are rigorously followed so that prompt and decisive action is taken where there are concerns that children may be at risk of harm	08/10/2019
ensure the safeguarding lead practitioner has the required knowledge and understanding to train all staff to fully understand and implement safeguarding policies and procedures, and helps them to gain an up-to-date knowledge of wider safeguarding issues	08/10/2019
implement an effective system of supervision, support and coaching to monitor staff's performance and help them to raise the quality of their teaching practice	24/12/2019
ensure each child is provided with enjoyable and challenging learning opportunities that are targeted to their needs, secure their good levels of engagement and promote their continued learning	24/12/2019
ensure the required progress check for all children between the ages of two and three years is completed, and a copy is given to parents.	24/12/2019

Setting details

Unique reference number	EY481490
Local authority	Norfolk
Inspection number	10076267
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	10
Number of children on roll	18
Name of registered person	Cooper, Jane Amanda
Registered person unique reference number	RP904888
Telephone number	01493700271
Date of previous inspection	27 June 2016

Information about this early years setting

Little Ducklings Preschool registered in 2014. The pre-school employs five members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and above. The pre-school opens Monday to Friday from 8.30am to 3.15pm, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Meredith-Jenkins

Inspection activities

- The inspector had a tour of the pre-school. She made observations throughout the inspection of children's experiences in the pre-school.
- The inspector spoke with staff, children and parents at appropriate times during the inspection.
- The inspector carried out a joint observation with the pre-school owner, who is also the manager.
- The inspector held a meeting with the pre-school owner and the deputy manager.
- The inspector looked at a sample of pre-school documents, including evidence of staff's suitability and training.

We carried out this inspection 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.

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