

Inspection of Ducklings Pre-School

Eastwood Memorial Hall, Rayleigh Road, LEIGH-ON-SEA, Essex SS9 5XL

Inspection date: 26 September 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Staff have high expectations for every child. They make sure that activities are based effectively on children's interests and learning priorities. Children are very curious about the broad range of resources on offer. They are motivated and excited to learn new things.

Children enjoy exploring and investigating outdoors. They enthusiastically look for insects and worms. Children are very keen to show the creatures they find to staff and visitors. Children develop their mathematical skills as they count and recognise the numbers on the ducks in the water tray. They solve problems as they scoop sand and fill containers of different shapes and sizes.

Children develop good skills for future learning. They listen attentively to stories and look at books for pleasure. They also learn they can retrieve new information from printed materials. For example, non-fiction books and information sheets are used well by children when looking for pictures of the different types of insects they find.

Children behave well and learn about the importance of staying healthy and safe. They benefit from nutritious snacks and follow good hygiene routines. Children can explain the well-established rules for safe outdoor play.

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

- Staff know the children well. They gather detailed information from parents to ensure they discover each child's individual needs and interests right from the start. Staff make regular observations that help them to discover what a child can do and what they need to learn next. Children are active in their learning. Resources are readily available, so children know they can make decisions about their play.
- Staff are calm and kind role models. They encourage children to be polite and respect each other. Children learn to share toys, play harmoniously and take their turn during routines, such as snack time. Staff ensure that children are helped to develop their understanding of people in the local area. For example, children enjoy regular outings to share stories and sing songs with elderly members of the community.
- Children settle well into the pre-school. Since the last inspection, staff have worked hard to ensure that the younger children become confident and fully engaged when playing in large groups. They offer plenty of praise and encouragement as children join in with circle games. Staff support children to become independent as they find their boots and coats before going outside. They speak clearly and use sign language to help children learn new words in

songs.

- Children develop a can-do attitude as they help to make play dough. They develop their vocabulary as they learn the names of ingredients. Children are beginning to communicate their thoughts and ideas as they discuss the changes they see and talk about colour and texture. However, on occasions, staff do not make the most of every opportunity to challenge and extend the most-able children's thinking and learning.
- The staff team is well qualified and experienced. The manager, who is also the registered provider, no longer works in the pre-school every day. Nevertheless, she closely monitors the staff's workload and seeks their views through audits and supervision meetings. The manager has started delegating more roles and responsibilities to other staff. Although she has started looking for extra training, professional development opportunities for staff do not yet focus enough on raising quality to the highest levels.
- Staff build warm and friendly partnerships with parents. They keep parents informed about their children's development and invite their thoughts. Parents speak highly of the pre-school. They say they value the staff's support with toilet training and helping their children to overcome speech and language difficulties.
- Staff liaise with other professionals to ensure that children get the support they need. There are strong arrangements to support children as they transfer on to the next stage in their learning. Staff have established good links as they join children on visits to the local schools.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of how to protect children. They complete safeguarding training to ensure that they have a secure knowledge of the procedures to follow if they identify any concerns about a child's welfare. All staff complete the appropriate recruitment checks to ensure they are suitable to work with children. They are deployed effectively and remain vigilant about children's security. Staff carry out daily checks of the premises and garden to make sure potential risks are minimised.

What does the setting need to do to improve?

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

- support professional development for staff who are starting to take on management duties
- make the most of all opportunities that arise to extend and challenge the most-able children's learning at the highest level.

Setting details

Unique reference number	EY420024
Local authority	Southend-on-Sea
Inspection number	10071996
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 to 4
Total number of places	26
Number of children on roll	14
Name of registered person	Van-Roon, Marina Ann
Registered person unique reference number	RP513348
Telephone number	07876562429
Date of previous inspection	29 September 2015

Information about this early years setting

Ducklings Pre-School registered in 2011. The pre-school employs four members of childcare staff. Of these, three staff hold an appropriate early years qualification at level 3 and the manager holds a qualification at level 5. The pre-school operates Monday to Friday during school term times. Sessions are from 9am to midday on Monday and Friday and from 9am to 3pm on Tuesday, Wednesday and Thursday. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Pat Champion

Inspection activities

- The inspector and the provider completed a learning walk around the setting to understand how the early years provision and the curriculum are organised.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager and held discussions with the manager, staff and children at appropriate times during the inspection.
- The inspector looked at evidence of staff's training and suitability.
- The inspector took account of the views of parents spoken to on the day.

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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