

# Inspection of Ducklings at St Margaret's

c/o St Margaret's Primary School, Town Street, Horsforth, Leeds, West Yorkshire  
LS18 5BL

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Inspection date: 4 March 2020

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

### The provision is good

Children are happy and settled in the stimulating environment. Children are encouraged to make choices, become independent and take responsibility. They giggle as they play with puppets while they listen to adults reading stories. Children learn to take care of the environment as they plant bulbs and trees and pick up litter. Staff help children to be aware of the importance of protecting their world.

Children are excited when they bake cupcakes. They smile and show surprise as they are given the responsibility of cracking eggs. Children help each other to measure and mix the ingredients. Children learn to take turns and concentrate as they listen carefully to follow the recipe. They learn about handwashing, cleaning the table of germs and wearing clean aprons as they bake.

Children's behaviour is good. They concentrate and are happy to try new experiences. Staff know children well. They support children and make adjustments for any additional needs. Inclusion is a strength of the setting. The special educational needs coordinator is very experienced and has specialist knowledge. Children's needs are extremely well met and families are well supported.

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

- Children's well-being is a high priority in the setting. Staff are warm and welcoming to children and families. Transition arrangements into the setting are flexible. Parents report this has led to them feeling relaxed and developing trusting relationships with staff from the start. Parents state they are 'astounded' that staff go 'above and beyond' to care and show love for their children.
- Children's physical development is positively promoted through active music and exercise sessions. Children's attitude to learning is good, and they have fun and enjoy their time at the setting.
- Additional funding is targeted and used well to provide additional staffing, resources and experiences to support children's next steps in learning and development. This enables children to have new experiences and make good progress.
- Staff provide reading and writing materials in the play areas to support children's learning. For example, children mark make on notebooks in the role-play house and make their own books. Children share books outside and inside in cosy areas. Children visit the library to take part in story sessions. Staff listen attentively to children, encouraging communication through speech and gestures. They support children who are learning English and children who are non-verbal.
- Children learn to count mathematical equipment and play with shapes and puzzles, with sensitive encouragement from staff. Children enthusiastically count

steps and learn positional words as they hunt for a treasure box in the outdoor area.

- Technology is used in meaningful ways to support children's learning. For example, children research the Chinese New Year. They also select and print their own photographs to create a display and book all about their Christmas nativity.
- The manager is proactive in reaching out to other services to gain support for children and families, and to further develop practice within the setting. Partnership working is a strength of the setting. For example, staff work in partnership with the school class teacher to support the transition of children into school.
- The leadership team makes effective use of procedures to evaluate and improve the provision. They have accurately identified aspects of practice to be further developed. Newly introduced procedures have yet to be fully embedded after a period of change.
- Staff complete training. The manager now needs to ensure knowledge gained is fully embedded into everyday practice. This will raise the quality of the setting even further.
- The leadership team is caring. They are aware of the staff's workload and well-being. They provide staff with time to update learning journals and hold supportive supervisions.

## Safeguarding

The arrangements for safeguarding are effective.

Staff make effective use of training to keep their knowledge up to date. They are aware of the local procedures when making referrals and keeping children safe. Staff follow the setting's safeguarding procedures, supported by their safeguarding lead practitioner. Staff understand their safeguarding duties. They are proactive in following local procedures when required. Staff understand the signs of abuse and neglect. They demonstrate their understanding of how to keep children safe. For example, they apply appropriate filters when using technology and ensure the premises are secure.

## What does the setting need to do to improve?

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

- continue to embed new systems and focus on the priorities to improve the setting and deepen staff understanding even further. Monitor the impact of work to ensure that the developments are fully understood and embedded into everyday practice.

## Setting details

<b>Unique reference number</b>	EY311767
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10117637
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 6
<b>Total number of places</b>	40
<b>Number of children on roll</b>	85
<b>Name of registered person</b>	Ducklings Pre-School Learning Centre Committee
<b>Registered person unique reference number</b>	RP518930
<b>Telephone number</b>	0113 3862524
<b>Date of previous inspection</b>	24 July 2014

## Information about this early years setting

Ducklings at St Margaret's is a committee-run pre-school. It registered in 2005 and operates from a purpose-built property within the grounds of St Margaret's Primary School in Horsforth, near Leeds. The pre-school is open Monday to Friday from 8am to 6pm all year round. The pre-school receives funding for the provision of early education places for two-, three- and four-year-old children. There are currently 13 staff members. Of these, six hold a relevant qualification at level 3, one holds a qualification at level 5 and three hold a qualification at level 6 in early years practice.

## Information about this inspection

**Inspector**  
Ruth Mason

## Inspection activities

- The inspector viewed all areas of the setting.
- The inspector took account of written and verbal feedback from parents.
- The inspector looked at relevant documentation.
- The inspector held a number of discussions with the leadership team and practitioners.
- The inspector carried out a joint observation of teaching with the manager.
- The inspector observed children's play and the routines of the setting.

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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