

Inspection of Dizzy Ducklings Pre-School

Felpham Community Hall, Meaden Way, Felpham, Bognor Regis PO22 8FA

Inspection date: 8 June 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children love spending time at the inclusive and nurturing pre-school. They arrive eagerly and quickly engage in the wide range of stimulating activities on offer. Children are very happy and secure. They greet each other and staff with big smiles and leave their parents confidently.

The manager and staff have focused on children's behaviour, emotional well-being and social skills since the COVID-19 (coronavirus) pandemic began. They give children clear and consistent messages about what is expected and teach them to say how they feel. Children confidently know what makes them happy and sad and learn how to look out for this in others. Staff are working hard on children's sharing skills and children are beginning to take turns, with support.

Overall, staff have high expectations for children and support their learning well. Children who have special educational needs and/or disabilities (SEND) and receive additional funding are supported very well. Where necessary, they are given the high levels of attention and support they need. Any gaps in learning close quickly.

Children learn how to keep themselves safe and healthy. For example, they use a 'giant toothbrush' and 'teeth set' to explore the importance of cleaning their teeth. They also learn about the risks involved with using the internet and know to talk to an adult if something seems wrong.

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

- The manager and staff are dedicated to helping children achieve. They plan a broad curriculum designed to give children the knowledge and skills they need for their education. They focus on filling any gaps in children's experiences. Children who receive early years pupil premium are given free extra sessions to help them benefit from more time and support in their learning.
- Children's physical development is given a high priority, due to many children not having access to outdoor play. Staff ensure children have time outdoors every day and give plenty of opportunities to build their strength and coordination. For example, staff regularly run 'bring your wheels to pre-school day', where children excitedly ride scooters and bicycles together in the playground.
- Children enjoy playing together and develop good early friendships. They happily look at books together, build structures as a team and include others in their imaginary play. Staff support children's self-esteem and confidence very well. For example, children proudly receive stickers and applause for their achievements, such as sharing and good effort. This helps children to feel appreciated and encourages them to try hard and attempt new things.

- Staff support children's learning well. They spend a good amount of time joining in with children's play and guiding their learning. Staff know the children closely and talk confidently about their next steps in learning. However, during some activities, they do not focus clearly on the most important learning they want children to achieve. Although children enjoy all activities, on these occasions they do not benefit fully from the intended learning.
- Partnerships with parents are strong. The manager and staff work hard to keep parents fully up to date with their children's experiences, care and learning. Due to the pandemic, they now share more information online and regularly give ideas for how to support learning at home. Parents are very appreciative of the high levels of support they receive and are happy with how well their children are progressing.
- Children are busy and motivated learners, who are well prepared for school. They engage eagerly in a wide range of play and activities, many of which support their good language development. For example, during a group time, two-year-old children watched excitedly as items were pulled from a special box. They copied words as staff described their actions such as shaking quickly and slowly. Older children enjoyed exploring sand, shells, seaweed and water. They enthusiastically shared their memories of visiting the beach, speaking confidently, and describing the water as cold and salty.
- The manager leads her well-qualified staff team successfully and supports them to undertake training and develop their practice. She understands the need to focus professional development more on extending the learning of more able children. For example, sometimes staff do not adapt their teaching to offer more challenge for older and more able children, to build further on what they already know and can do.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff regularly update their safeguarding knowledge through training, discussion and staff meetings. They know the signs to look out for that children's welfare may be at risk from abuse, including neglect and extreme views. Staff know who to contact should they have a concern and how to access outside support when needed. They understand the importance of working together to monitor attendance and changes of behaviour. They vigilantly provide a safe and secure environment for all children and teach them how to keep themselves safe online.

What does the setting need to do to improve?

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

- focus staff professional development on giving older and more able children

consistent challenge in building on what they already know and can do

- ensure planned activities focus more consistently on the intended learning, to help children achieve their full potential.

Setting details

Unique reference number	EY554208
Local authority	West Sussex
Inspection number	10133882
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	44
Name of registered person	Dizzy Ducklings Limited
Registered person unique reference number	RP531770
Telephone number	07743431225
Date of previous inspection	Not applicable

Information about this early years setting

Dizzy Ducklings Pre-School registered in 2017 and operates from the Felpham Community Hall in Bognor Regis, West Sussex. There are seven members of childcare staff, all of whom hold appropriate qualifications between level 3 and qualified teacher status. The pre-school opens Monday to Friday from 8.30am to 2.30pm, during term time. The pre-school is in receipt of funding to provide free education to children aged two, three and four years.

Information about this inspection

Inspector

Ben Parsons

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector was given a tour of the pre-school by the manager and carried out a learning walk to discuss the curriculum.
- The manager and the inspector discussed the play activities and children's learning during the inspection and undertook a joint observation of an activity.
- The views and opinions of the children and parents were taken into account during the inspection.
- The inspector observed children's play and assessed the impact of staff teaching.

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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