

Inspection of Childrey Little Ducks Pre-school

Fletcher Pavilion, Playing Field, Childrey, Oxfordshire OX12 9NT

Inspection date: 9 May 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Children show that they feel safe and secure. They arrive confidently and are eager to start the day. Children know the daily routines. On arrival they find their name and place it on their chosen peg. They enthusiastically greet staff, who respond warmly to them, and quickly settle at an activity. Children have a positive attitude towards learning and are keen to explore. They thoroughly enjoy playing outside. They balance on a low beam and confidently negotiate climbing equipment. They are curious to explore a new pirate boat, under staff supervision.

Children listen to staff and follow simple instructions. They are keen to do things for themselves and know when to wash their hands, for example before eating snack. Children learn to behave well. They take turns, share and show kindness to their peers. For example, older children show new children how to order stacking shapes. Children have positive relationships with staff. Children of all ages go to staff for help or cuddles and receive warm and caring support. Children have many opportunities to be creative. They mix paint and water and use chalk to make marks on paper. They show pride and a sense of their achievement in their artwork. Children develop good independence skills in readiness for their move on to school. They pour their own drinks and access the toilet themselves.

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

- Since the last inspection, the provider has made significant improvements to the procedures that promote children's safety and well-being. Leaders have sought support from the local authority to help improve and meet requirements. Staff work closely with the committee to ensure that all the required checks are completed for all members of the staff and the committee.
- Overall, leaders have established a clear curriculum that is designed to help children develop the skills they need for the next stage in their learning and for life in modern Britain. Staff know the children well and understand what they want them to learn, reflecting on their individual interests. Staff promote good conversations as the children play. However, at times, they do not provide children with enough challenge to further extend their thinking and problem-solving skills.
- Staff place a high priority on supporting children's communication and language development. They understand the importance of children developing a love of reading, in all areas of their environment. They provide a wide range of books that are easily accessible for children to look at. Staff read stories to children with enthusiasm and as part of whole-group times. However, some group activities do not ensure all children, in particular the younger children, can fully engage and benefit from the learning opportunities.
- Staff understand the impact that the COVID-19 pandemic has had on children's

emotional well-being. Settling-in sessions are carefully tailored to the children's needs and key persons are allocated in accordance with the children's preferences. Staff consistently support children's understanding of the pre-school's 'Golden Values'. Children are reminded to use their 'walking feet' and 'sensible head', and staff give children plenty of praise and encouragement. This helps to promote children's positive behaviours and self-esteem.

- Children with special educational needs and/or disabilities are supported well. Staff ensure all children are included and can access the activities provided. Additional funding that some children receive is carefully managed to support their individual needs. For example, staff plan outings, activities and visits to broaden children's experiences, or they allow children to make their own choices about further resources that they would like. This supports children to build their confidence and enhances the opportunities available to them.
- Staff comment that they enjoy working at the pre-school. They feel that the workload is manageable and that their well-being is well supported. The manager meets regularly with staff on a one-to-one basis. Staff benefit from regular support and discussions about their professional development. They have opportunities to grow in their knowledge and skills through a range of training.
- Staff share information with parents about children's learning and achievements. Parents comment positively about staff and appreciate the information they receive about their children. Staff work closely with schools to understand what teachers expect children to be able to do when they move on.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure all staff are suitable to work with children. They provide regular training to help staff understand their roles in relation to safeguarding. Staff know the signs and symptoms that might suggest a child is at risk of harm, including indicators of extreme views, radicalisation and county lines. They know what to do if they have a concern about staff's conduct or a child's safety and well-being. Staff have received appropriate first-aid training so that they can respond in the event of an accident or medical emergency. Staff follow risk assessments to keep children safe in the setting and on visits.

What does the setting need to do to improve?

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

- consider how to adapt group activities to ensure all children, in particular younger children, can fully engage and benefit from the learning opportunities
- make the most of existing opportunities to further challenge children's thinking and problem-solving skills to take their learning to a higher level.

Setting details

Unique reference number	EY495310
Local authority	Oxfordshire
Inspection number	10209898
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	18
Number of children on roll	33
Name of registered person	Childrey Little Ducks Pre-School CIO
Registered person unique reference number	RP904710
Telephone number	07825241395
Date of previous inspection	13 September 2021

Information about this early years setting

Childrey Little Ducks Pre-school re-registered in 2015. It operates from The Fletcher Pavilion in Childrey, Oxfordshire. The pre-school opens Monday to Friday from 8.30am until 3.15pm, offering a variety of sessions during term time only. It receives funding to provide free early education for children aged three and four years. The pre-school currently employs seven members of childcare staff, five of whom hold an appropriate qualification at level 3.

Information about this inspection

Inspector

Anneliese Fox-Jones

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector assessed how well leaders and staff understand and implement the setting's policies, and how they support children's learning.
- The inspector observed the staff and children as they played. She listened to their interactions and talked to them at appropriate times.
- The manager and the inspector completed a learning walk across all areas of the pre-school to understand how the early years provision and the curriculum are organised.
- A joint observation was carried out by the inspector and the deputy manager. The inspector observed interactions between staff and the children and the impact these have on children's learning. The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector reviewed relevant documentation, including staff's qualifications, staff's records and evidence of paediatric first-aid training. The inspector had a discussion with leaders and the chair person about the evaluation of the setting and plans for improvement.
- The inspector spoke to parents during the inspection and took account of their views.

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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