

Inspection of Duckies Pre School

Lets Go, Braunton Road, Barnstaple EX31 1LG

Inspection date: 1 February 2023

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 are settled and happy in this kind and friendly setting. Staff work closely with children and form strong relationships with them, which helps children to feel safe and secure. Children enjoy individual attention from their key person and are quickly soothed with cuddles when they become tired or frustrated.

Environments and activities are thoughtfully presented to capture children's interests and promote learning. This helps children to concentrate for long periods of time as they explore different experiences and develop new skills, such as pouring fine soil into various-sized vessels. Children show increasing large physical capability as they confidently 'work out' in the setting's large indoor soft-play space. They make good progress in their learning and are well prepared for their next stages of development.

Children behave well and listen carefully to staff as they begin to learn the rules of the setting. They giggle as they are encouraged to walk on tiptoes indoors, as a means of discouraging running. Children are polite and follow staff's consistent role modelling of using good manners. They independently thank staff when they hold the gate open for them to walk through.

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

- Members of the management team are committed to developing and extending the skills of all staff. They have a clear picture of areas that will improve children's learning and fully support staff to work on these. For example, they make very good use of mentoring, displaying posters, and adding props and games to help staff to successfully support children's language development. Although this is in its early stages, it provides a successful foundation to extend staff expertise.
- The manager has a clear vision of the curriculum. Staff share this understanding and talk confidently about what they want individual children to learn. They plan interesting activities to promote this, which positively supports children to be curious and motivated learners.
- Overall, the quality of teaching is strong. Staff use precise explanations and demonstrations to help children learn new skills. For example, they teach children how to take a tightly fitted lid from a pot. Children persevere with tasks and proudly show adults when they accomplish the new skill independently. However, occasionally, staff do not fully extend children's learning experiences. For example, at times, there is not enough verbal interaction to fully encourage babies to explore outdoors, and there are missed opportunities to encourage children to help prepare the snack.
- Staff prioritise children's language development. They work closely with parents

and external agencies to ensure that all children receive the support they need. Children show developing communication skills as staff skilfully model language and encourage all children to take turns in vocalising their thoughts and needs.

- Children begin to learn about their own uniqueness and individuality as they use mirrors to explore and clean their own faces. Staff extend this to talk about similarities and differences between them and the other children. Children begin to explore the idea of community through activities about people who help us. However, there are not enough opportunities to enable them to fully explore culture and equality in the wider world.
- Children show increasing ability to recall newly learned knowledge with skilful support from staff. For example, they remember the names of shapes when prompted by staff, and staff reinforce this learning by pointing out shapes in the environment throughout the session. This helps children to make good progress in their learning.
- Staff promote children's behaviour well. They use a very good range of strategies to support children to learn to manage their own emotions. For example, they use timers to help children recognise when changes are going to happen in the setting. Children respond extremely well to sensitive interventions and show increasing understanding and care. For example, they share and take turns with outdoor toys without being prompted by staff.

Safeguarding

The arrangements for safeguarding are effective.

Safety within the setting is prioritised and children are supported to learn how to contribute to this. For example, they are taught how to use the low-level handrail on the stairs. Robust recruitment and induction processes ensure that all staff are suitable and fully supported to become confident and effective members of the team. Staff have a secure understanding of their responsibility to safeguard children. They have a good knowledge of the correct procedures to follow should they have concerns for children's safety or well-being.

What does the setting need to do to improve?

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

- continue to strengthen staff's teaching skills to enable them to consistently extend children's learning
- provide more opportunities for children to explore different cultures and diversity.

Setting details

Unique reference number	2603373
Local authority	Devon
Inspection number	10264661
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	60
Number of children on roll	5
Name of registered person	Duckies Pre School Ltd
Registered person unique reference number	2603374
Telephone number	01271321123
Date of previous inspection	Not applicable

Information about this early years setting

Duckies Pre School registered in 2020 and is situated in Barnstaple, North Devon. The setting opens from 8am to 6pm each weekday all year round. It receives funding to provide free education for children aged two and three years. The setting employs four members of staff. Of these, two hold relevant qualifications at degree level, one holds level 3 and one holds level 2.

Information about this inspection

Inspector

Jo Beighton

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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 acting manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in 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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